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Acknowledgments

"What Was in the Bag?" by Nan Gilbert (page 30). Adapted from *365 Bedtime Stories* by Nan Gilbert © 1970, 1955 by Western Publishing Company, Inc. Used by permission. "Growl Bear" by Lisa Peters, published in *Animal Crosswords 2 & 3* by Grosset and Dunlap, Inc. Copyright © 1963. "Joy Music" by Marci Ridlon, published in *That Was Summer* by Follet Publishing Company.

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ISBN 0-7715-5953-4

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The Wind and the Leaf.

It was a fall day, and a breeze was blowing. It blew at houses and cars. But they just stood still and wouldn't move. It blew at clouds and balloons and discovered they moved. When the little wind found out it could move things, it blew harder than ever.

It blew at a yellow leaf that was clinging fast to a branch. The little wind blew and blew until the yellow leaf fell off the branch.

"Thank you, Wind," called the leaf. "Now I am free. Now I can go where I want."

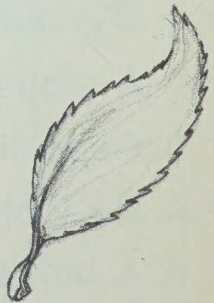
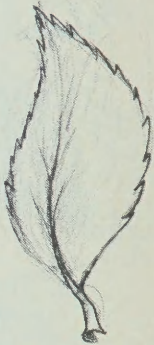
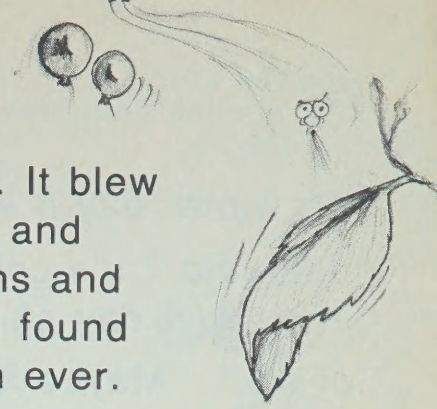
"Oh, no," said the wind. "You'll do what you're told. Just behave yourself. I'll tell you where to go. Come on! Up you go! Up, up, up!"

"Oh, no, Wind!" said the leaf. "I want to go down to that big pile of leaves on the ground. It's as big as a mountain!" But the wind just laughed.

"Oh," said the wind. "Look at the boy carrying his jacket. I'll blow until he gets cold. I'll make him put that coat on and do up the buttons." So it did.

The yellow leaf dropped to the sidewalk. The boy saw the leaf. "That's a nice leaf," he said. "I'll save it for my collection. I'll put it in a magazine and press it."

So the yellow leaf was put in a scrapbook and never did join the leaves piled up under the tree.



Read the story.

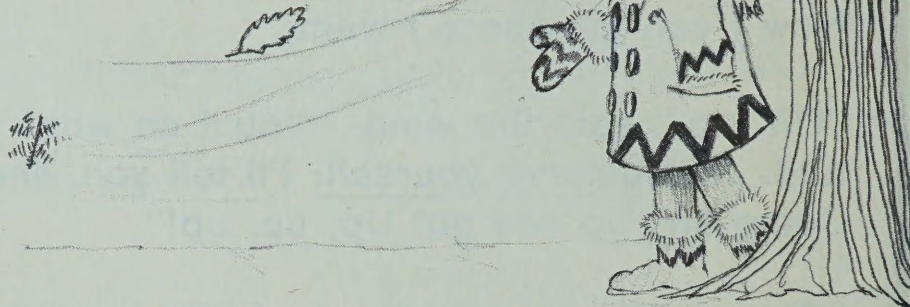
Look at each underlined word. Circle the ending.

One winter day it was very cold.

Anna said, "It's colder than it was yesterday. It's the coldest day of all."

Sol said, "Maybe it will get warmer. The sun is brighter today than it was yesterday."

"I hope so," said Anna. "I have on my thickest mitts and my newest coat. But I'm still cold!"



Write er or est to finish the words.

1. My sister is taller than you.
2. A mouse is smallerer than a rat.
3. Read the longest story in the book.
4. He looked at all the books and picked the newest one.
5. A horse is strongerer than a kitten.
6. My father is the oldest in the family.
7. Snow is softerer than ice.
8. A cat and a dog and a rabbit had a race.
The dog ran fastest.
9. Put your hat on the highest shelf of all.

Objective: Understand word structure: inflectional endings —er, —est.

Directions: Pupils circle the ending in each of the underlined words. Then, in the second part, they write —er or —est to complete the unfinished words.

Read the story.

Mr. Horse always got things mixed up. And that was very bad because he was the storekeeper.

One day he got up and ate his breakfast. Then he washed the dishes and went to open the store. He found his lists and made up the orders.

"Mrs. Sheep wants some white wool," he said. "I'll have to reach up to the top shelf for it."

Mr. Horse found the box of wool.

"Oh, dear," he said. "All the wool is red. I hope Mrs. Sheep won't mind. Her lambs might like red coats. I will throw this into a bag and take it to her."

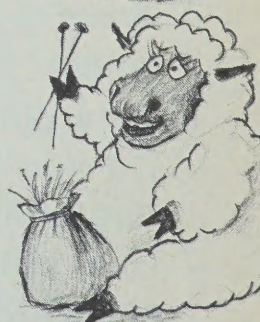
Mr. Horse looked at his lists again.

"Mr. Rabbit ate all his carrots," he said. "And I have no carrots in my store. I will throw some nice green lettuce in a bag. He might like that."

"And I have an order for Mrs. Cow," said Mr. Horse. "She wants some hay. She ate all I left her last week. And she ate all the grass she could reach through the fence. I will throw some hay in a bag and take it to her."

Mr. Horse put the bags in his wagon. He stopped at Mrs. Sheep's house. "I will just throw the bag on the steps," he thought.

"Thank you, Mr. Horse," called Mrs. Sheep.



But Mr. Horse was on his way to Mr. Rabbit's house. He stopped to throw a bag on Mr. Rabbit's step and another one on Mrs. Cow's step.

By then Mr. Horse was tired. He found a quiet spot and had a little sleep.

When he got back to the store, Mrs. Sheep and Mr. Rabbit and Mrs. Cow were waiting.

Mrs. Sheep said, "Why did you throw this bag of hay on my steps? I don't want any hay!"

Mr. Rabbit said, "I found this wool on my steps. What can I do with red wool?"

Mrs. Cow said, "Why did you leave lettuce at my house?"

"Oh dear!" said Mr. Horse. "I mixed up your orders! Would you mind trading them?"

What do you think the animals said? *Individual responses.*

Answer the questions in your notebooks.

(You may want to have pupils answer in complete sentences.)

1. What did Mrs. Sheep want? *some white wool*

2. Why did Mr. Horse put red wool in her bag? *He didn't have any white wool.*

3. Do you think Mrs. Sheep would like the red wool? Why? *Individual responses*

4. What do you think Mr. Rabbit said when he found the red wool? *Individual responses.*

5. Why did Mrs. Cow ask Mr. Horse to bring her some hay? *She wanted it to eat.*

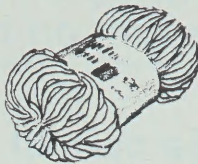
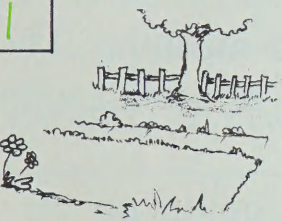
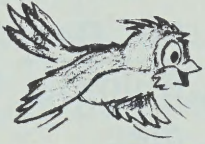
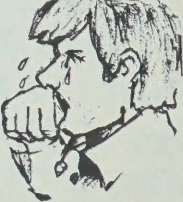
6. Do you think Mrs. Cow would like what was in Mr. Rabbit's bag? *No, because it wasn't what she ordered. (Or similar responses.)*

7. How did the animals feel when they all came to Mr. Horse's store? *They were upset and angry. (Or similar responses.)*



Read the words. Write them under the pictures.

penny	sky	baby	fly	yawn	lady
cry	yard	pony	funny	Billy	yarn

3 	2 	1 	3 
lady	sky	yarn	pony
3 	3 	3 	1 
penny	funny	baby	yawn
1 	2 	3 	2 
yard	fly	Billy	cry

Write the right numeral in each box.

1. yes

2. my

3. happy

Write the right numeral beside each word.

try 2

lazy 3

marry 3

yellow 1

you 1

pretty 3

fry 2

story 3

Objective: Associate sound and symbol: /y/, /i/, /e/, y.

Directions: Pupils read the words at the top of the page and write one under the appropriate picture. Then pupils note the numeral assigned to each key word and write the numeral in the box and on the lines to indicate the sound represented by y.

Good-bye, Mr. Bear

Players: Mr. Bear; Red Squirrel; Striped Chipmunk; Mrs. Robin; Mr. Bullfrog.

Mr. Bear sits under a tree. A cone falls and hits him on the nose.

Mr. Bear: Ouch! Be careful where you drop those cones!

Red Squirrel [running along a branch]: Sorry, Mr. Bear. I didn't see you.

Mr. Bear: That's all right, Squirrel. I just came by to visit. How are you?

Red Squirrel [running down the tree]: Very busy, Mr. Bear. I have no time to talk. No time at all. Good-bye, Mr. Bear.

Mr. Bear: Good-bye, Squirrel [walks down the path]. Hello, Striped Chipmunk. I've come to visit. How are you this morning?

Striped Chipmunk: Very busy, Mr. Bear. I have no time to talk. No time at all. Good-bye, Mr. Bear.

[Mr. Bear walks along until he sees a robin.]

Mr. Bear: Good morning, Mrs. Robin. Do you have time for a visit?

Mrs. Robin [flying down from a branch]: Not this morning, Mr. Bear. Look at the leaves. They are all yellow and brown. It is time for robins to fly south. Good-bye, Mr. Bear.



[Robin flies away. Mr. Bear walks along the path to the pond.]

Mr. Bear: Good morning, Mr. Bullfrog. Come and visit with me.

Mr. Bullfrog [hopping up on the bank]: I'm much too busy, Mr. Bear. I'm looking for a place to spend the winter. And you'd better do that too, Mr. Bear. Winter will soon be here [dives under the water].

Mr. Bear [walks away]: Everyone is too busy to talk to me. Maybe Frog is right. I will find a winter home and go to sleep.

Match the words.

isn't can't I'll we're we are is not I will cannot	didn't we'll I'm wasn't I am did not was not we will
---	---

Write the word on the line.

I can't skip but I can jump. can't
wasn't

Hal didn't bake a cake for us. haven't
didn't

I'll show you how to do it. I'm
I'll

He's going to reach the top shelf. He's
We'll

The girl hasn't done her work. hasn't
can't

We couldn't find the puppy. couldn't
aren't

The boy isn't making a garden. shouldn't
isn't

Leo didn't take time to play. didn't
weren't

Mimi and Myra haven't seen our pet. haven't
wouldn't

She'll find you something to do. I'm
She'll

Objective: Recognize contraction; complete sentences.

Directions: Pupils match each contraction at the top of the page to its full form. Then they choose the right contraction to complete each sentence.

The Cat and The Fox

One day a fox was telling a cat how smart the fox was. "I know a lot of tricks," he said. "I know at least a hundred tricks for getting away from dogs that chase me."

"I only know one trick," said the cat. "I wish you would show me some of yours. They might help me."

"I might show you some of the easy tricks," said the fox. "They might help you."

"Thank you," said the cat. "It is good of you to help me. I wouldn't mind knowing more than one trick."

Just then they heard some dogs barking. The cat ran up a tree where the dogs couldn't reach her.



"This is my trick," she called down to the fox. "I climb up out of reach. What are you going to do?"

The fox couldn't make up his mind which trick he might use. Then he thought, "I will show the cat how fast I can run."

But it was too late. The dogs were too close. They caught him before he could get away.

"Well," said the cat. "All his tricks were no help at all. My trick is best. I will stay out of reach. And I will show all my kittens how to do it too."

Write the answers in your notebook.

(You may want to have pupils answer in complete sentences.)

1. Which animal liked to boast about how clever he was? *the fox*
2. Why did the cat ask the fox for help? *She wanted to learn a new trick.*
3. What did the cat do when she heard the dogs? *ran up a tree*
4. Why was the cat safe? *The dogs couldn't climb the tree.*
5. What happened to the fox? *The dogs caught the fox.*

Objective: Recognize core vocabulary; note story details.

Directions: Teacher-directed activity. Use *Teacher's Sourcebook*, pages 22 and 23.

Independent activity: Pupils answer questions in their notebooks.

Read the story.

(A different code is used here to indicate the various colors pupils used for their responses. See below.)

All day the wind howled and the snow fell.

"Look at the snow blowing around the house," said Paul.

"How would you like to get a broom and sweep the walk?" asked his father.

Paul frowned and shook his head.

"The kids will throw snowballs at me," he said.
"And that brown dog next door will growl at me.
And it's cold."

"Don't be foolish," said his father. "Put on your warm coat and put up the hood. Put on your mitts and your boots. The dog is tied up. And the snow is too loose and powdery to make snowballs."

"I know," said Paul. "I just don't feel like working right now. I want to watch the mouse and the clown on TV. The clown is showing the mouse how to bounce a ball."

"All right," said his father. "The snow will wait for you. Watch TV and then sweep."

Put a green line under words with ow as in cow.

Put a red line under words with ow as in grow.

Put a blue line under words with oa as in goat.

Put a brown line under words with oo as in took.

Put a yellow line under words with oo as in moon.

Put a black line under words with ou as in out.

1 line _____
circle ○
square □
2 lines _____
triangle ▲
diamond ◆

Isaac Napacheekadlak wrote a story about how he helps his grandmother. Read his story.

The way I helped my grandmother was picking berries. We'd pick them up on the steep hills far away from our camp. We had to go far because there weren't any close by. All day we picked berries.

The next day we made a pie with the berries we picked, seal fat, chunks of caribou meat, and flour. After it was made we ate it and talked for hours about how the pie tasted. The next day we were still talking about the pie. You'd think it was the only pie in the world.

Write your answers.

1. What did Isaac help his grandmother do? He picked berries.
2. Where did they pick the berries? on the steep hills far from camp.
3. What did they use to make the pie? berries, seal fat,
caribou meat, flour.
4. How do you know the pie was very good? They talked about
the taste for hours, even the day after the pie was made.
5. Tell what Simon did to help his grandmother in "What Do You Do With A Rope?" He swept the carpet.
6. Tell what you do to help someone in your family. _____

Individual responses.

In your notebook, write a story and draw a picture to show how you help.

Objective: Read a story; write answers; write a composition.

Directions: Pupils read Isaac's composition and answer the questions. Then they write a composition on the same topic and illustrate it.

“What Can You Do With a Stick?”

M. Beker

Sam had a magic stick. Everyone but Sam thought it was just an old stick. But Sam knew it was magic. Every time it rained, he would take it out on the sidewalk. He would put it in a puddle and make his magic sound.

Ahhhhh! Whoosshhhh! And the stick would become a boat. It would float.

When Sam took the stick to the park he made the magic sound. Ahhhhhh! Woosshhhh! The stick would fly through the air, and catch a dog by the teeth.



In the winter, when Sam took the stick outside in the snow, he made the magic sound. Ahhhh! Woosshhhh! And the stick would turn into a snowman's nose.

Anyone can find a magic stick. Anyone can make the magic sound. A magic stick can do anything. All it needs is you and your magic sound.

What did Sam do with the stick?

1. He put it in the puddles and pretended it was a boat.
2. He would throw the stick for a dog to catch.
3. He used the stick to make a snowman's nose.

Write the answers to the following questions in your notebook.

Individual responses.

Why does Sam think the stick is magic?

Would you sooner have Sam's stick or Simon's rope to play with? Why?

Objective: Note details; write answers; relate story ideas to personal experiences.

Directions: Pupils read the story and write answers to the questions. Then, in their notebooks, they write an answer to the last two questions.

Read the story.

Karen was moving to a new house. She did not want to move. She was so sad she wouldn't play. She didn't sing. She didn't skip. Her rope just lay on the ground. When the moving van came, she was still sad.

"Why don't you sing?" asked one of the movers.

"Why don't you skip with your rope?" asked another.

"I don't like moving," said Karen. "I don't want to leave my neighbors. They will soon forget me. And the new house won't be the same."

"Let me tell you about mov-ing," said the man from the moving van. "Things are not the same. Once I moved a family into a house with a robin's nest on the window. Another time I moved a family into a house where the neigh-bors had puppies to play with. Moving can be fun."

"Well," said Karen. "Maybe my neighbors won't forget me. I must ask them to come and see me. I must tell them where my new house is."

She was so happy she sang. And she picked up her rope and skipped away.

Why was Karen sad? — Circle the answer in red.

How can you tell she isn't happy? — Circle the answer in blue.

Why didn't Karen like moving? — Circle the answer in brown.

Who helped her to feel better? — Circle the answer in orange.

What is Karen going to tell her neighbors? — Circle the answer in black.

What do you think Karen's new house looks like?

Draw it on a piece of paper. Don't forget to put Karen in the picture.

Will she be happy or sad?

Objective: Recognize core vocabulary; answer questions.

Directions: Teacher-directed activity. Use *Teacher's Sourcebook*, pages 36 and 37. Pupils read each question, find the words in the story that give the answer to the question, and circle the answer in the given colors.

bluejay spray faint oil sail paid
chain nail paint play clay mail train
soil toys boil paid stay boys
spoil toy noise enjoy choice royal tray
foil

Look at the words in the cloud. Look at the puzzle below.

Pick a word from the  to fit each sentence.
Follow the arrows. Write the word in the boxes.
Start at the ★ and end at ⊙.

★ Put your lunch on a tray. → The car → needs gas and oil.

→ of clay. The rain will spoil the → picnic. I want a toy.

→ the bluejay. Don't make so → much noise.

→ the dog with a chain. Did you → enjoy the funny story.

→ Take a trip on the train. Plant the seeds in good soil.

→ Tie soil some seeds out for → the clown to play with. Put → soil the boat. She → likes to make things out →

Objective: Assessment. Recognize words with ai, ay, ou, oi; complete sentences.

Directions: Pupils read each sentence and choose the right word to write in each box. Tell them they will have to move their books around and around to read the words.

Underline the root words and circle the endings.

<u>shop</u> <u>shops</u> <u>shopped</u> <u>shopping</u>	<u>step</u> <u>steps</u> <u>stepped</u> <u>stepping</u>	<u>drop</u> <u>drops</u> <u>dropped</u> <u>dropping</u>
<u>climb</u> <u>climbs</u> <u>climbed</u> <u>climbing</u>	<u>mark</u> <u>marks</u> <u>marked</u> <u>marking</u>	<u>roar</u> <u>roars</u> <u>roared</u> <u>roaring</u>

Look at the root words in the circles beside the sentences.
Write them on the lines and add the right endings.

- (tip) The boat tipped over in the water.
- (skip) The children were skipping on the walk.
- (chop) The man chopped the branch off the tree.
- (wag) The pup is wagging its tail.

Think of a word that fits each sentence.
Use the ending in the circle to write the word.

- (ing) We were swimming in the pool.
- (ed) They clapped when the clown came out.
- (ing) The rabbits were hopping in the garden.
- (ed) He slapped at the buzzing fly.

The dog barked loudly.

The root word of loudly is loud.

Loudly means in a loud way.

The mouse ran quickly.

The root word of quickly is quick.

Quickly means in a quick way.

Read the story. Underline all the words that end in ly.

The children sat quietly and watched the snow falling softly and lightly. It had been falling all day.

"I hope the snow doesn't pile up too quickly," said Trina.

"If it's too deep the bus won't get here safely," said Ted.

"And I wanted to go to the hockey game," said Eva sadly.

"Listen," said Olaf. "I can hear the snowplough clearly."

Then the plough passed the school and the children clapped loudly.

Write the root word of each underlined word.

quiet

soft

light

quick

safe

sad

clear

loud

Objective: Identify words ending in -ly; identify root words.

Directions: Work with the pupils to complete the first exercise.

Independent activity: Pupils underline all the words ending in -ly and write the root word of each underlined word.

Read the story

The Pup Who Liked Beetles

Once there was a brown pup that liked to play with beetles. But the beetles didn't like to play with her.

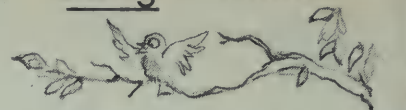


Brown Pup would sit and watch until she saw a beetle moving in the grass. Then she would walk all around it and watch it. One day she watched a little wee beetle climb up and up and up to the top of a long blade of grass. As soon as the beetle reached the top, Brown Pup hit it and it fell down.

"Don't do that!" said the beetle. "It's wrong to hit me."



"Don't do that!" sang a robin in a tree.



"Don't do that," said a little girl. "Leave the beetle alone. Now don't forget."



But right away Brown Pup forgot. She saw the grass move and a black beetle came out. Brown Pup walked around it and looked at it. She reached out her paw and flipped it over. The poor beetle couldn't move.

"Bad pup!" said the little girl. "It's wrong to do that! You must not hurt the beetle. Don't forget."

"You're wrong! You're wrong!" sang the robin. And the beetle crept away into the grass.

Objective: Recognize core vocabulary; apply word recognition skills to identify words; comprehend a story.

Directions: Teacher-directed activity. Use *Teacher's Sourcebook*, pages 48 and 49.

Independent activity: Pupils complete page 17 independently.

But Brown Pup still liked to play with beetles. Right away she forgot what she had been told. She forgot that the beetles were little and she was big. She forgot that she should leave them alone.

Next day she saw the grass move and a big black thing came out on the walk. Brown Pup thought it was a beetle. It had black eyes and funny claws that waved and snapped when it walked.

Brown Pup walked around the beetle. She reached out her paw.

“Don’t do it!” sang the robin. “It’s wrong to play with beetles.”

Brown Pup didn’t listen. She walked around the beetle again.

But quick as a wink that big beetle moved. It snapped its sharp claws and caught Brown Pup’s nose.

“Let me go!” cried Brown Pup. “It’s wrong for you to hurt me!” And when the beetle let go, Brown Pup ran away.

“Come back and play,” called the beetle. “You like to play with beetles.”

“No, no, no,” said Brown Pup. And she never forgot. She never played with beetles again.

Underline sentences that tell about the story.

Brown Pup was unkind.
The beetles liked to play with Brown Pup.
The little girl liked the beetles.
Brown Pup did what she was told.
The big black beetle could hurt Brown Pup.
Brown Pup was kind to the little wee beetle.
The robin told the beetles they were wrong.
Brown Pup was smaller than the beetles.
The little wee beetle went up the tall grass.



Read the words.

Write a word on each line. Use the words in the list.

- | | |
|---|------------|
| 1. A pony has a <u>stall</u> in the barn. | crawl |
| 2. It is good to eat <u>raw</u> carrots. | fault |
| 3. The <u>shawl</u> will keep the baby warm. | stall |
| 4. See the little bug <u>crawl</u> along the walk. | shawl |
| 5. It is your <u>fault</u> that the puppy is lost. | tall |
| 6. A giraffe is a <u>tall</u> animal. | raw |
| 7. One little pig built a house of <u>straw</u> . | salt |
| 8. Put <u>salt</u> and pepper on your dinner. | straw |
| 9. A baby deer is called a <u>fawn</u> . | dawn |
| 10. The cat's <u>claws</u> are sharp. | automobile |
| 11. Another word for car is <u>automobile</u> . | claws |
| 12. The time the sun comes up is called <u>dawn</u> . | fawn |

Objective: Read words in which a stands for /o/; complete sentences.

Directions: Pupils read the words at the right of the page and write the appropriate word on each line.

Write the words in the right box.

yarn	lucky	cry	tiny	yes	dry
carry	sky	jelly	you	by	yelled
yard	pony	funny	year	why	my

 yellow	yarn	yes	you
	yelled	yard	year

 baby	lucky	tiny	carry
	jelly	pony	funny

 fly	cry	dry	sky
	by	why	my

Write one of the words on the lines in the sentences.

I was lucky to win the race.

What made the tiny baby cry?

My mother put some jelly on the bread.

Yelled means the same as shouted.

There are lots of stars in the sky.

Objective: Assessment. Associate sound and symbol /y/, /i/, /e/, y; complete sentences.

Directions: Pupils read the list words in the box at the top of the page. Beside the key picture, they write a list word, the name of which has a matching y sound. Then pupils choose appropriate list words to complete the sentences.

Read the story. Then write a title for it.

One morning three little pigs got out of their pen before the farmer saw them. They began to run along the path to the hill.

"Where will we go?" asked one little pig.

"We might go to the pond and see the ducks and play in the mud before the farmer finds us," said the next little pig.

"No," said the other little pig. "The ducks are still in the yard. And I don't like mud."

"Well," said one little pig, "we might go to the garden. We could eat some carrots and beets before the farmer sees us."

Two little pigs began to run to the garden.

But the other little pig said, "No! Don't forget what the farmer did last time we went to the garden! He spanked us all! It's wrong for us to eat his carrots and beets."

"Well," said one little pig, "we might go up the hill and sleep in the sun. It will be a long time before the farmer finds us there. We might still be there at noon when he goes to feed us."

"Good!" said the other little pigs. And they all began to run up the hill.

Before long they were sleeping in the sun.

Answer the questions in your notebooks.

1. What could the pigs do at the pond? *see the ducks and play in the mud.*
2. What could the pigs do in the garden? *eat carrots and beets.*
3. Why didn't the pigs go to the garden? *They remembered getting spanked for going into the garden.*
4. What are the pigs going to do? *go up the hill and go to sleep.*
5. Where does the farmer like the pigs to be? *in their pen.*

1. The rain poured down. Then we could see lightning flash and thunder crash. It was a very bad storm.
2. You don't need to take your coat but you'll need something warm. Wear a woolly sweater or a jacket.
3. We are going to the airport to meet our grandmother. She is coming to visit us on a plane.
4. We were downtown shopping and it was time for lunch. Mom said, "Let's eat downtown." So we went to a restaurant. They gave us a menu. Mom read it to us and said, "What would you like?" I said, "I want a hamburger, please." My brother said he wanted a sandwich.
5. It was a very bad accident. A car skidded on the ice and hit another car. The driver of the car was badly hurt. The police called an ambulance and sent the driver to the hospital.

Write the words on the lines

hospital	lightning	restaurant	accident
thunder	ambulance	sweater	menu
airport	jacket	sandwich	hamburger

Objective: Use familiar situations as context cues.

Directions: Teacher-directed activity. Use *Teacher's Sourcebook*, page 62.

Independent activity: Pupils use list words to complete sentences.

Finish the sentences. *Accept any individual response that fits the context.*

At school we read and _____.

Look up at the moon and the _____.

Find the kitten and the _____.

The children play with the ball and _____.

The snow is soft and _____.

I laughed because _____.

The dog barked because _____.

The girl is sad because _____.

We wanted to go swimming but _____.

The boy shouted at the pony but _____.

I fell and hurt myself but _____.

Objective: Write sentences using and, because, but.

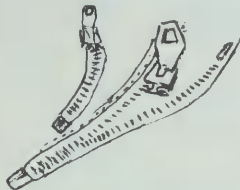
Directions: Pupils read each sentence opening and write an ending that is appropriate to the connective.



candles before lamps



lanterns before flashlights



buttons before zippers



sundials before clocks



pupil drawing
of
cars

stagecoaches before cars

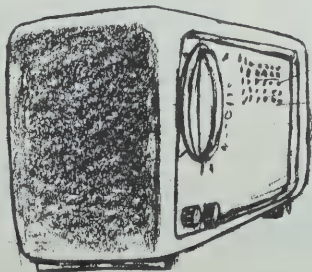


shells

before

spoons

pupil drawing
of
spoons



radio

before

television

pupil drawing
of a
television set

Objective: Write phrases using before.

Directions: Pupils study the picture and complete the phrases at the top of the page. Then they draw the pictures and write the word to complete the examples in the last three boxes.

Independent activity: Pupils write a short composition about one of the pairs of pictures.

Read the story.

Martha had a new sleigh. She would climb up the hill and then go down the hill until she was right at the bottom.

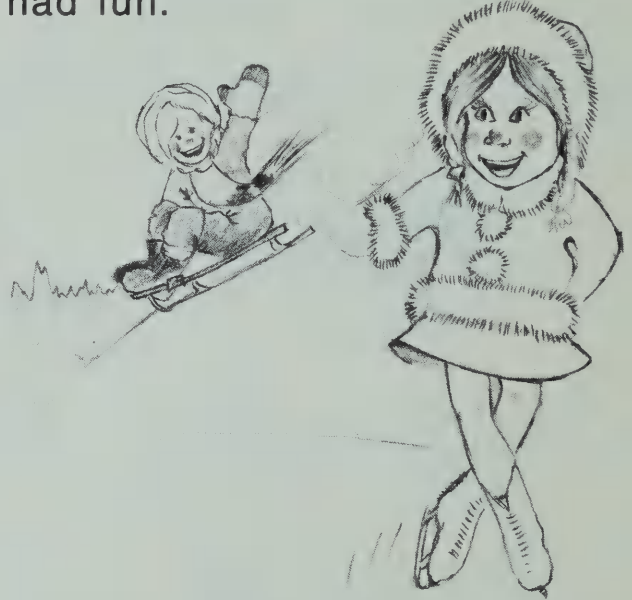
Then she had to pull the sleigh all the way to the top. Sometimes she was tired before she reached the top of the hill. But she knew it would be fun to go down again, so she didn't really mind. So she went down the hill and up the hill until she was tired.

One day Martha began to climb up the hill. She was very tired. "I wish I had skates instead of a sleigh," she said. "I had skates once before and skating is fun."

"I have skates," said Marie. "But I can't get a sleigh until next year. Let's trade for a day or two."

"Yes, let's," said Martha.

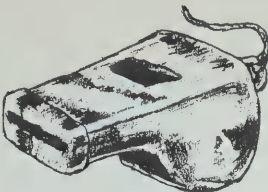
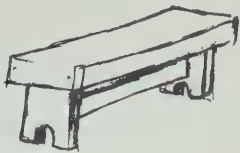
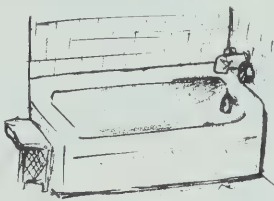
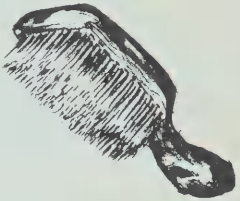
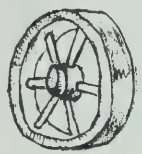
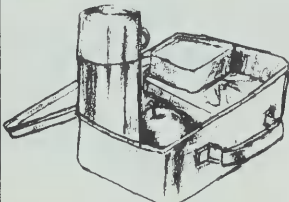
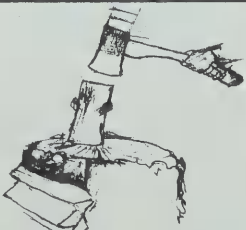
So Marie took the sleigh and began to pull it up the hill. Martha took out the skates and began to run to the rink. Before long Marie was going down the hill on the sleigh. And Martha was skating. They had fun.



Martha knew she would soon want her sleigh again. Marie knew she would want her skates back. But they thought it was fun to trade — for just a little while.

Write answers in your notebooks.

1. Why did Martha trade her sleigh? *she was tired of pulling it up the hill.*
2. What did she get when she traded? *a pair of skates.*
3. When do you think she will trade back again? *in a day or two.*

			
sh <u>ee</u> p	th <u>is</u> tle	pa <u>th</u>	be <u>nc</u> h
			
ch <u>e</u> ck	ch <u>ur</u> ch	ba <u>th</u> tub	bru <u>sh</u>
			
w <u>h</u> eel	lu <u>nc</u> h	fi <u>sh</u>	sh <u>o</u> p
			
ca <u>t</u> cher	fla <u>sh</u> light	pa <u>tc</u> hes	w <u>h</u> ip
			
th <u>u</u> mb	ch <u>i</u> cken	ch <u>o</u> p	th <u>i</u> mble

sh

ch

th

wh

Underline all the words that have ee or ea.

The feathers will keep the geese warm so they won't freeze when the leaves fall and winter comes.

When there is a heavy snowfall get some bread and some seeds ready to feed the birds.

The teacher shook his head and told us to get some thread to fix the puppet.

Please take us to the beach and let us have peaches and cream for lunch.

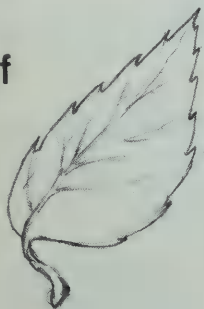
Write all the underlined words beside the right picture.

sheep



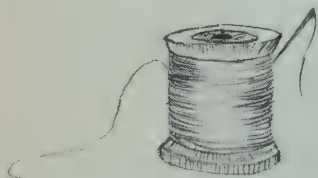
keep geese freeze
seeds feed

leaf



leaves teacher please
beach peaches cream

thread



feathers heavy bread
ready head thread

Objective: Use phonic knowledge (/ē/, ee, ea; /e/, ea) to identify words.

Directions: Pupils underline all words with ee or ea in the sentences. They pronounce the name of the key pictures, note the letters that represent the vowel sounds, then write the underlined words beside the right picture.

Read the story

Once there was a little bear who couldn't fall asleep. All his friends were taking their winter naps but he couldn't keep his eyes shut. He tried to sleep. He turned over and shut his eyes tight. But then he would open them again. He just couldn't fall asleep!

So he came out of his cave and shouted to his friends to come and play. He shouted as loud as he could but not one little bear came to play.

But some rabbits heard his loud shout and asked him to play with them. They hopped over each other playing leap-frog. They turned somersaults and hopped some more. But bears don't hop very well. The little bear didn't like playing with the rabbits.

The bear saw some foxes and shouted, "Wait for me."

He turned and ran after them.

"Come on, then," called the foxes. And they ran in a ring

around a bush. They turned and shouted, "Come on, Bear! Hurry up! You have to run fast to play with us!"

They waited until the bear caught up with them and then ran around him in a ring.



The little bear didn't think that was fun, so he shouted to some squirrels. "Wait for me! I want some friends to play with."

"Come and have lunch with us," said the squirrels. "We have some nuts to eat. Crack them open with your teeth."

But the little bear couldn't get the nuts open. He began to feel sleepy. He opened his mouth and yawned. Then the squirrels yawned too. So did the rabbits and the foxes.

"Time for a nap!" shouted a squirrel.

And all Bear's friends went to sleep.

The squirrels and the rabbits and the foxes slept all afternoon. But the little bear shut his eyes and turned over and didn't wake up until spring.

Write answers to the questions.

The little bear couldn't find any other bears to play with.

Why not? They were asleep for the winter.

What games did the rabbits want the little bear to play?

The rabbits wanted the little bear to hop with them, to play leapfrog, and to turn somersaults.

How did the foxes play? They ran around and around a bush.

Why didn't the bear stay and play with the foxes? They fooled the bear and ran around and around him in a ring.

What did the squirrels give the bear for lunch?

The squirrels gave the bear some nuts.

Did he enjoy his lunch? No.

Why not? He couldn't crack the nuts open with his teeth.

I look something like a cat but I am very big. I live in a zoo or in the jungle. I have sharp claws and I growl and roar. You should not come close to me.

What am I? a lion

Would I be a good pet? No

I live in the park or in the forest. I like to climb trees and sit up on a branch eating nuts. I am a small animal that could sit on your hand. I am brown and have a stripe on my back. Sometimes I let people I know feed me nuts. But I usually run away.

What am I? a chipmunk

Would I make a good pet? Yes

A farm is my home. I am bigger than the dog but not as big as the cow. I eat grass in the fields and sleep under the big trees. I have a wool coat that the farmer clips and sells so you can have warm things to wear in winter.

What am I? a sheep

Would I be a good pet? Yes

I am small and brown and furry. I am fat and cuddly now because I am just a baby. When I make a noise it is just a little "Yip, Yip." But soon I will grow. I will bark loudly and run fast. I will want to play with everyone I meet.

What am I? a puppy

Would I be a good pet? Yes

I am a bird that can talk. I am big for a bird and my feathers are bright colors. I like people and I like to live in their houses. Sometimes I play tricks on people. I call to them and they are surprised to be called by a bird.

What am I? a parrot

Would I be a good pet? Yes

elephant

chipmunk

lion

puppy

cow

parrot

horse

bear

kitten

sheep

budgie

gerbil

Objective: Develop unit theme; comprehend paragraphs; draw conclusions.

Directions: Pupils read each paragraph. Then they answer the questions in each box. For the first question, they choose from the animal names in the last box.

Mr. Stanton was next door talking to his friend when the truck from the cleaners turned the corner and stopped at his house.

“Please wait,” he shouted. “I have a lot of things for you.”

Mr. Stanton turned and ran across the yard.

“Do you have a big bag I can put the things in?” he asked.

The driver gave him a big bag. He opened it up and left it on the floor while he got all the things that needed cleaning.

His little black kitten saw the open bag. It crept in and curled up to have a nap. It was still asleep when Mr. Stanton dropped the cleaning

in the bag and shut it up and tied it. The driver put the bag in the truck and drove downtown to the cleaner’s shop.

The man who opened the bag shouted, “What’s that? Something’s moving in this bag!”

And out walked the kitten!

All the cleaners laughed, “Is this to be cleaned?”

They brushed the kitten’s coat until it shone, and put a red ribbon on the kitten. Then the delivery truck turned around and went back to Mr. Stanton’s house. It delivered one little black kitten with a tag tied to its red bow.

One kitten cleaned — No charge!

Write answers in your notebook.

1. Why did the truck come to Mr. Stanton’s house the first time? *to pick up the clothes for cleaning.*
2. Why did the truck come back to Mr. Stanton’s house? *to bring back the kitten.*
3. How did the cleaner feel when something moved in the bag? *He was surprised.*
4. Why did the cleaners brush the little cat? *to make it look as if it had been cleaned.*
5. What do you think Mr. Stanton told his friend after the kitten came back? *Individual responses.*

Write Yes or No on each line.

1. We saw a rabbit and a cat and a dog and a cow.
The cow was biggest. Yes

2. A pencil is thinner than a pin. No

3. You are older than your mother. No

4. A mouse is bigger than a rabbit. No

5. A baby and a boy and a man had a race.

The baby could run fastest. No

6. Winter is hotter than summer. No

7. A horse can run fast but I can run faster. No

8. A truck is longer than a train. No

9. A stone is softer than a pillow. No

10. A drum makes a louder noise than a baby bird. Yes

11. Jim lost his kitten. Mary found her lost puppy.

Mary is sadder than Jim. No

12. The first little pig ate and ate and ate.

The other little pig couldn't find any food.

The first little pig is fatter than the other. Yes

Objective: Recognize words with -er, -est endings; understand comparison.

Directions: Pupils read each sentence and write "yes" or "no" according to accuracy of the statement. Then they circle the ending and underline the root of each word that ends with -er or -est.



1. My neighbors are moving away.
2. I must help my neighbors before they go.
3. I might get a spoon and help you.
4. The train will pull its load around the hill.
5. Your friend can teach me to sing.
6. He washed the dishes and began to cook.
7. I knew that was the wrong one.
8. She forgot to get a rope for her friend.
9. Show me how to reach the food on the shelf.
10. He turned around and shut the door.
11. Open the door when you hear a loud ring.
12. Can you teach him how to throw a ball?
13. Tell her we ate all the food.
14. He shouted to tell us he was going on the train.

ate	Pete	ice	bone	use
<u>5</u> hail	<u>3</u> eggs	<u>5</u> wind	<u>1</u> goat	<u>5</u> thunder
<u>2</u> hat	<u>1</u> deer	<u>3</u> milk	<u>2</u> shoes	<u>3</u> juice
<u>1</u> calf	<u>5</u> sleet	<u>1</u> pig	<u>4</u> shovel	<u> </u> button
<u>3</u> steak	<u>4</u> wrench	<u>5</u> sunshine	<u>5</u> fog	<u>4</u> pulley
<u>4</u> hammer	<u>1</u> seal	<u>1</u> lion	<u>2</u> robe	<u>1</u> turtle
<u>3</u> banana	<u>1</u> bear	<u>5</u> chilly	<u>3</u> oranges	<u>3</u> butter
<u>5</u> rain	<u>3</u> meat	<u>1</u> tiger	<u>1</u> fox	<u>5</u> sunny
<u>2</u> jacket	<u>2</u> dress	<u>4</u> knife	<u>4</u> hoe	<u>3</u> sugar
<u>1</u> snake	<u>5</u> rainy	<u>1</u> rabbit	<u>5</u> frost	<u>1</u> mule
<u>3</u> grapes	<u>4</u> jack	<u>3</u> icing	<u>1</u> toad	<u>1</u> buffalo
<u>4</u> saw	<u>2</u> sweater	<u>2</u> shirt	<u>3</u> pop	<u>3</u> mustard
<u>2</u> cape	<u>1</u> beaver	<u>3</u> lime	<u>5</u> snow	<u>2</u> mukluks
<u>3</u> apples	<u>3</u> bread	<u> </u> spider	<u>3</u> toast	<u>3</u> nuts
<u>1</u> snail	<u>3</u> tea	<u> </u> fly	<u>1</u> horse	<u>4</u> brush
<u>1</u> cat	<u>5</u> breeze	<u>5</u> scissors	<u>5</u> cold	<u>1</u> plum
<u>4</u> spade	<u>2</u> belt	<u>2</u> nightgown	<u>2</u> socks	<u>4</u> ruler
<u>3</u> ham	<u>3</u> peach	<u>2</u> mitts	<u>3</u> cookies	<u> </u> ice cubes
<u>1</u> whale	<u>2</u> jeans	<u>5</u> lightning	<u>4</u> spoon	<u>1</u> puppy
<u>2</u> scarf	<u>5</u> windy	<u> </u> cricket	<u>2</u> hose	<u>1</u> skunk
<u>4</u> rake	<u>1</u> elephant	<u>1</u> mice	<u>2</u> coat	<u>2</u> rubbers

Write the correct number beside each word.

1 Animals	3 Food	5 Weather
2 Clothes	4 Tools	Words

Objective: Assessment. Associate sound and symbol—long and short vowel sounds.

Directions: Pupils underline the words that have the same vowel sound as the key word at the top of each list. Then they classify the words according to the categories given by writing the appropriate numeral in front of any appropriate word.

Write the root word of each of these words.

babies baby cities city

families family parties party

ponies pony

Read each sentence. Write in the missing words.

1. We made a cherry pie. We put in two cans of cherries.

2. Here is a new story book. It has five stories about animals.

3. A daisy is a yellow and white flower. There are lots of pretty daisies in the park.

4. Dan had ten pennies. He lost one penny. Now he has nine pennies.

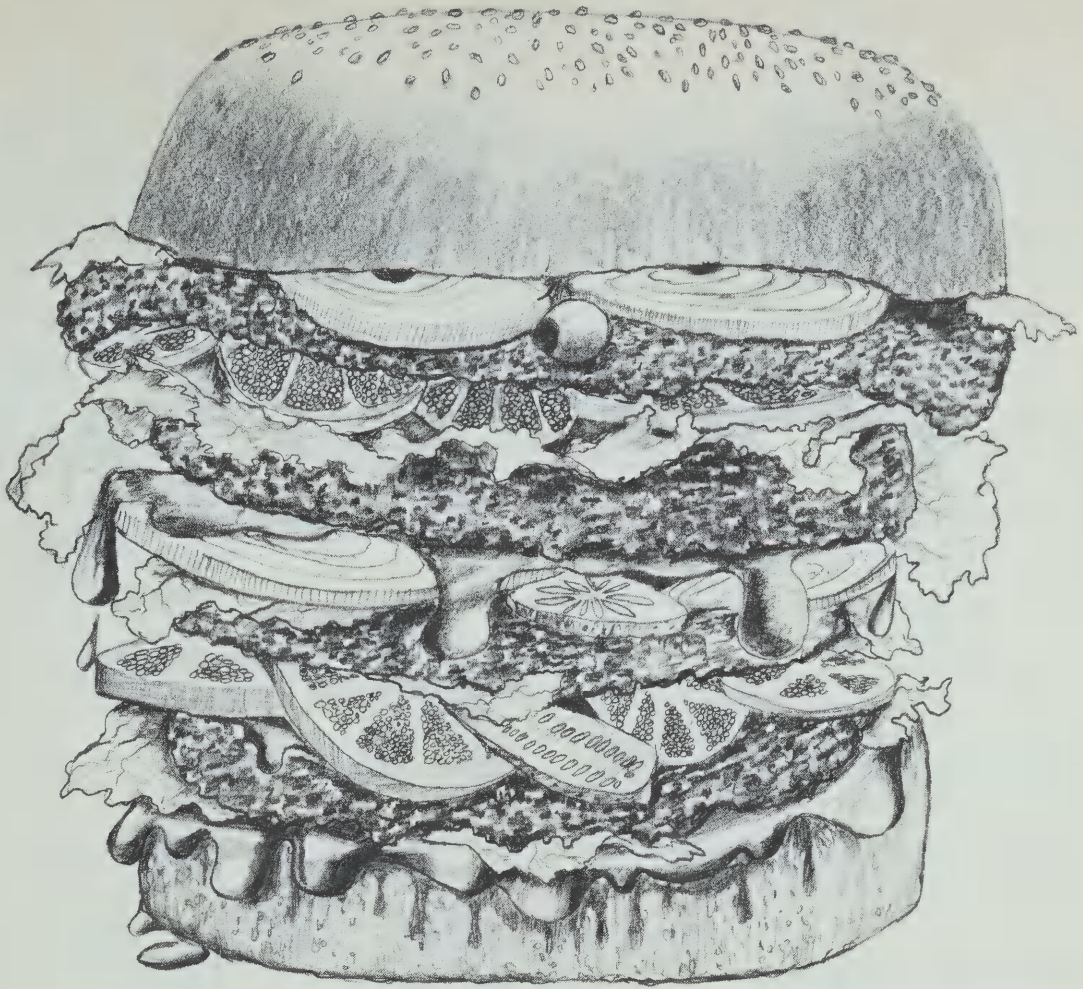
5. Seven little puppies were playing by the gate. One puppy tried to open the gate.

6. We went to a birthday party. Do you like to go to birthday parties?

7. Brenda had a bag of candies. She gave a candy to everyone in the class.

8. A big black fly buzzed around the window.

There are lots of flies when it is warm.



Read the Story

Our neighbor bought an old sleigh that has to be pulled by horses. It is big enough for eight people to ride in.

One night our neighbor asked us to go sleigh riding in the snow. We waited while she caught two horses and brought them to the barn. Then she got them ready to pull the sleigh.

We rode through the woods in

the bright moonlight. The trail went around some big trees. The trail was not straight. It was rough, too. There were lots of bumps and holes in it. It was fun.

When we came around one corner, our neighbor said, "Look at that old tree. There's a ghost sitting in it!"

We laughed and said "That's only an owl."

We enjoyed the sleigh ride.

Write answers to the questions.

1. What did the people ride in? an old sleigh

2. How do you know it was a big sleigh? It was big enough for eight people to ride in.

3. What did the neighbor do to get ready for the sleigh ride? She caught two horses and brought them to the barn. Then she got them ready to pull the sleigh.

4. Write two things that tell about the trail through the woods. Two of these: (1) The trail went around big trees. (2) It was not straight. (3) It was rough. (4) It had bumps and holes.

5. What did the neighbor think was sitting in the tree? a ghost.

Objective: Understand a story; write answers; associate sound and symbol /f/, /g/, gh, silent gh.

Directions: Pupils read the story. Then they underline all the words that contain the letters gh.

Put the following key on the board and have the underlined words circled with the color according to this key: gh standing for /f/—red; gh standing for /g/—blue; gh is silent—green.

1. I want to go skating with my friends. I think
I'll meet them at the rink.
2. We saw some green grass and a robin in a tree.
We heard the robin sing. It is a spring day.
3. I want some water. I'll go to the sink and get a drink.
4. The doorbell rang. I answered it and said, "Come in and
hang up your coats."
5. The box was very big. It was long and heavy. I was
not strong enough to move the box.
6. A piece of pink string was hanging from the bird's wing.
7. I have bunk beds in my bedroom. I keep my toys in a big
trunk that fits under my bed.
8. A gang of boys watched the clown blow up the balloons.
Suddenly there was a loud bang!
9. A bee buzzed around the swing. "Let's move," I said.
"That bee might sting us."
10. Does your face turn pink when people wink at
you?

The Bell of Atri

The king of Atri built a tall tower and placed a bell in it. Then the king hung a long rope from the bell to the ground.

“People should ring the bell when they are troubled,” said the king. “The bell will tell me that someone needs my help.”

Every year many people rang the bell for help. In time the end of the rope became worn. Then it broke and some people couldn't reach it. One person saw the worn rope and fixed it with a long vine.

Not far from the town lived an old horse. This trusty horse had served its master well for years. But now it was too old and too weak to work.

The horse's master was very unkind. He wouldn't give the horse a place in the barn. And he wouldn't give food to the horse to keep it from starving. The poor horse walked about until it saw the vine. It was so hungry and weary that it tried to eat the vine. This made the bell ring. The king came to see what was wrong. He saw the thin horse eating the vine. He knew the horse's master. So he sent for the master.

“This poor beast has worked hard for you for years,” said the king. “You must provide food and shelter for it now that it is old.”

The master hung his head in shame. Then he led the old horse home. The king smiled. He was pleased that long ago he had put up the tower.

tower —	<u>building</u>	pole
placed —	took out	<u>put</u>
hung —	<u>put up</u>	held
troubled —	happy	<u>bothered</u>
worn —	broken	<u>ragged</u>
reach —	<u>touch</u>	pull
fixed —	broke	<u>mended</u>

master —	<u>owner</u>	teacher
unkind —	helpful	<u>mean</u>
starving —	<u>hungry</u>	playing
weary —	rested	<u>tired</u>
beast —	<u>animal</u>	man
provide —	<u>give</u>	take
shelter —	care	<u>a house</u>

Objective: Assessment. Using the context.

Directions: Pupils read the selection. Then they circle any words that they cannot identify. In the box, at the bottom of the page, they underline the word that indicates the most suitable meaning of the word as used in the story. Discuss the exercise with the pupils.

Read each sentence.

On the line, write a word to complete the sentence.

1. Jack likes to skate. He can skate very fast and he never falls down. Jack is a good skater.
Jack wants to play hockey.

2. The grade two class was planning a play. The teacher said, "We need some people who like to sing. Who wants to be a singer? We also need some people who like to dance. Who wants to be a dancer?"

3. Mr. Scott works for a circus. He trains dogs to do tricks. Mr. Scott is a dog trainer.

4. Mrs. Johnson knows many stories. She is going to tell a story that she learned from her grandmother. Mrs. Johnson is a storyteller.

Write a sentence for each word.

bus driver Individual responses

storekeeper

baker

Dogs Go to School

George Frank works in a special school. It is a school for dogs. Dogs learn good manners at this school. They learn to do what they are told.

A dog is easy to teach and likes to learn new things. The best time to start teaching a dog is when it is a puppy. A puppy can learn many things before it goes to school. A dog can go to school when it is one year old.

The first lesson George teaches a dog is heeling. The

dog learns when to walk and when to sit down. George puts a collar and a leash on the dog and makes it sit down. Then he walks around the dog a few times. He stops beside the dog and picks up the leash. Then George steps forward and gives the leash a pull. The dog should walk forward with George. When George stops, the dog should stop, too, right beside his "heel." George talks to the dog and pets it when it does the right thing. George and the dog do the heeling lesson many times.

Draw a picture to show a dog "heeling."

Individual responses

Find words in the sentences with the same sounds.

Circle them in the right color.

Pupils mark their answers with different colors.
The code below is provided for your convenience.

box (red) 1 line

sun (blue) 2 lines

example (green) circle

rose, zebra (yellow) 3 lines

Individual responses
will vary for some
questions.

- | | | |
|---|--------------------------------------|-------------------------------------|
| 1. Can you <u>fix</u> a balloon that <u>has</u> <u>exploded</u> ? | Yes | ☒ No |
| 2. Can <u>seven</u> fat <u>clowns</u> <u>squeeze</u> into a <u>taxi</u> ? | Yes | ☒ No |
| 3. Can you <u>choose</u> a book at the <u>zoo</u> ? | ☒ Yes | No |
| 4. <u>Is</u> an <u>axe</u> <u>easy</u> to <u>use</u> ? | Yes | ☒ No |
| 5. Do you like to <u>tease</u> your <u>sister</u> ? | Yes | No |
| 6. Do you have an <u>exam</u> today? | Yes | No |
| 7. Do you like <u>exciting</u> <u>stories</u> ? | Yes | No |
| 8. <u>Does</u> a <u>fox</u> make a good pet? | Yes | ☒ No |
| 9. Do you <u>say</u> " <u>please</u> " when you <u>ask</u> for <u>something</u> ? | Yes | No |
| 10. Do your <u>jeans</u> have a <u>zipper</u> ? | Yes | No |
| 11. Can a <u>weasel</u> get the <u>measles</u> ? | Yes | ☒ No |
| 12. Can a plane <u>zoom</u> into the <u>sky</u> ? | ☒ Yes | No |
| 13. Will an <u>extra</u> blanket keep you warm? | ☒ Yes | No |

Objective: Associate sound and symbol—/ks/, /gz/, x; /s/, /z/, s; /z/, z; understand sentences.

Directions: Pupils read each sentence and circle words with x, s, or z, using the color code given with the key words. Then pupils circle "Yes" if the statement is correct and "No" if it is not correct.

Write the words in alphabetical order in each box.

cup <u>ate</u>	girl <u>duck</u>
bread <u>bread</u>	friend <u>eat</u>
ate <u>cup</u>	eat <u>friend</u>
doll <u>doll</u>	duck <u>girl</u>
ice <u>hill</u>	noise <u>light</u>
jump <u>ice</u>	mother <u>mother</u>
kind <u>jump</u>	light <u>noise</u>
hill <u>kind</u>	open <u>open</u>
people <u>other</u>	spoon <u>rope</u>
other <u>people</u>	rope <u>spoon</u>
quiet <u>quiet</u>	train <u>train</u>
running <u>running</u>	upon <u>upon</u>
very <u>tell</u>	want <u>want</u>
uses <u>uses</u>	zebra <u>x-ray</u>
water <u>very</u>	yellow <u>yellow</u>
tell <u>water</u>	x-ray <u>zebra</u>

Individual responses will vary

1. Andy Betty

Cathy Donnie.

2. elephant (fox)

goat (horse)

3. moon (night)

outside path

4. happy into

(joke) (keep)

Objective: Understanding alphabetical order.

Directions: Pupils arrange each list of words in the boxes in alphabetical order. Then, in the bottom part, pupils complete each line by writing in words that start with the next letter in the alphabetical sequence.

Read the story.

The Polar Bear and the Seal

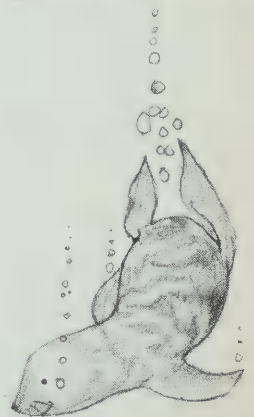
Once upon a time the Seal and the Polar Bear were good friends. One day the Polar Bear said "Let's go fishing." "O.K." said the Seal. "I am hungry."

"So am I," said the Polar Bear. "Let's see who can catch a fish first."

So the Seal dived under the ice. She swam and swam. Soon she got a fish. Up she came with the fish.

"Polar Bear," she said. "We can share this fish." But the Polar Bear gobbled the whole fish. The Seal said, "You are not a good friend."

She dived into her hole and from that time on the Polar Bear and the Seal weren't friends.



Write your own story about the Seal and the Polar Bear.

Individual responses

The Curious Fawn

The fawn sat motionless in the bushes. The little deer didn't move. He just listened to the strange animal that was circling the trees.

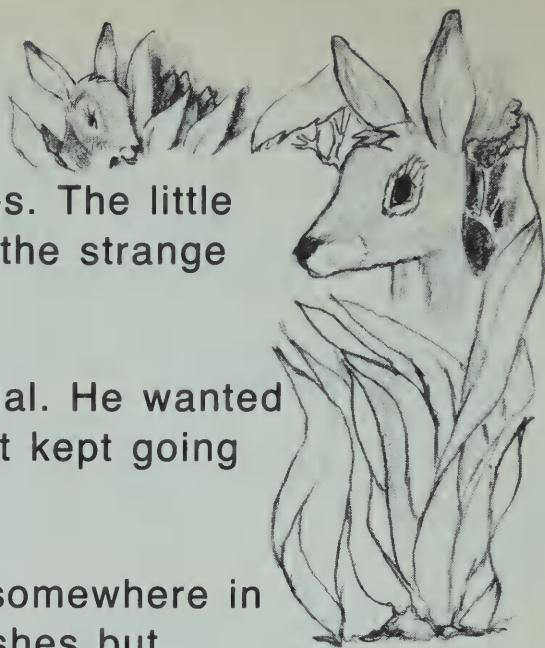
The fawn was curious about the animal. He wanted to know what it looked like and why it kept going around and around the trees.

The wildcat knew that the fawn was somewhere in the bushes. It peered through the bushes but couldn't see the fawn. It sniffed the air but couldn't smell the fawn. Soon the wildcat went away.

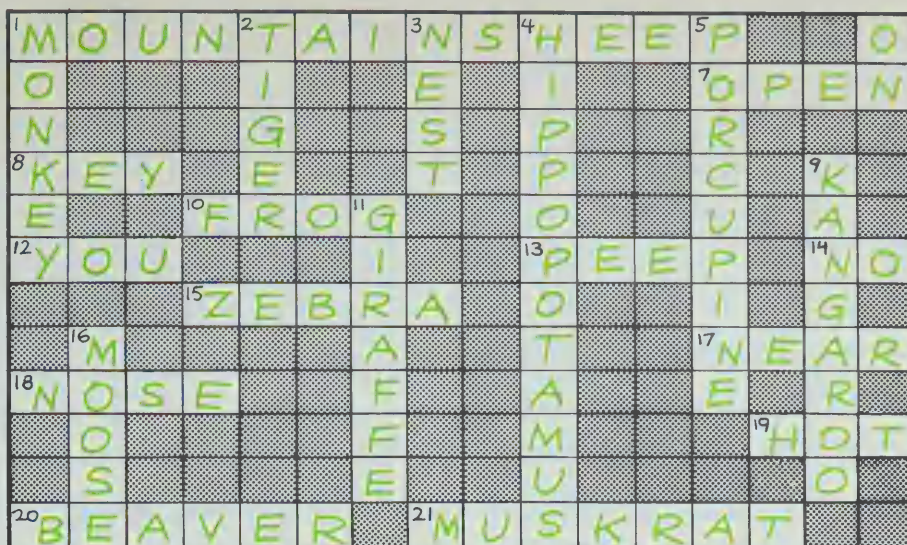
The fawn wanted to see the strange animal. He stood up and took a few wobbly steps. His legs were shaky. Then he heard a noise. He looked up and saw a big black shadow. An eagle swooped down from its resting perch on the branch of a big pine tree. The fawn was terrified. He was so afraid that he dropped to the ground and froze. He didn't move. He felt something sting his shoulder and he heard a loud scream. He saw his mother rushing out of the woods. She hit the huge bird with her front feet. She soon fought off the big eagle and it flew away.

The curious little fawn was safe.

His mother began to lick the scratch on his shoulder. The fawn pressed his nose against his mother and nuzzled her as she took care of him.



Animal Crossword Puzzle



Across

1. An animal that lives in the mountains and has big curved horns.
7. "Please _____ the window. It's too hot in here."
8. This is used to lock a door.
10. This animal drank and drank until all the water was gone.
12. "Where are _____ going?"
13. This is what a little chick says.
14. "_____, you can't go."
15. A black and white striped animal.
17. Wild animals don't like to be _____ people.
18. What we smell with.
19. Not cold but _____.
20. An animal with a broad flat tail.
21. Beaver took this animal's tail.

Down

1. An animal that swings in trees by its long tail.
2. A big cat with black stripes.
3. A bird's home.
4. This animal was a doctor in one story in *Cartwheels*.
5. This animal has quills on its tail.
6. The box is _____ the table.
9. This animal carries its baby in a pouch.
11. An animal with a very long neck.
16. A very large animal with antlers. It lives in Canada.

hippopotamus	beaver
muskrat	monkey
kangaroo	porcupine
giraffe	frog
mountain sheep	moose
zebra	tiger

Objective: Understanding word definitions.

Directions: Pupils read each clue and write the name of the animal in the appropriate space in the puzzle.

Growl Bear

Lisa Peters

Once, not long ago, there was a big old bear who thought he was the most important animal in the woods. He would walk around all day with his big chest stuck out, growling "Rrwoof! Rrwoof!" in a deep rumbling voice. He thought it was fun to bother all the smaller animals.

One day after breakfast he sat down to rest under a tree. Two little rabbits hopped by with some carrots. The big old bear picked up some twigs, and then with a loud growl snapped them in two. The two rabbits were so frightened they dropped the carrots. The big old bear laughed and laughed. Then he ate the carrots, of course.

Then the big old bear came upon a field mouse sleeping in the sun. He sneaked up to the mouse, and slapped his big paw on the mouse's tail.

"Squeek, squeek!" cried the poor little mouse.

The big bear laughed and laughed as the mouse ran off as fast as it could.

The big old bear was very hungry, so he started to look around for something to eat.

Suddenly, he smelled honey!

Off he tramped, following the smell of the honey. When he came to the beehive, he started to lick the honey. But then all the bees rushed out of the beehive and zoomed right at the big old bear!

The big bear didn't know which way to turn. He started to run into the woods, and then all the little animals rushed out from their hiding places, and started to chase him, too. What a sight that was!

The big old bear never ran so fast in his life, and his big chest wasn't sticking out this time. He was so upset that he didn't even look where he was going. He stumbled on a big rock. Down went the big bear, and he rolled over and over,

Objective: Understand a story; draw conclusions.

Directions: Pupils read the story and write answers to the questions on page 47. Discuss the story and the answers to the questions with the pupils.

and *splash!* right into the lake he went.

All the little animals stood on the shore and laughed and laughed as the big bear tried to get away from the bees. But the bees kept circling and buzzing around his head.

Before the bees would leave him alone, the big old bear had to promise all the little animals that he would never bother them again. He waited

until it was dark, and then he came out of the lake. By that time he was cold and wet and hungry. He caught his own fish for supper, and then went to sleep.

From that day on, the big old bear never bothered any animal smaller than himself. But he still walks around with his big chest stuck out, thinking he is the most important animal in all of the woods.

1. How did the little animals feel about the big old bear?

They thought he was mean because he bothered and scared them.

2. Why did the bear think he was the most important animal in the woods?

The bear thought he was important because he was bigger than all the other animals and could

3. Who was really stronger than the bear? Why? ^{bother and frighten them.}

The bees were stronger. They could sting him and chase him.

4. Do you think the bees and the little animals did the right thing when they chased the old bear?

Individual responses.

1. A bat has a very strange way of sleeping. It flies into an old building or into a dark cave or into a hollow tree. There it usually hangs upside down. It sleeps during the day.



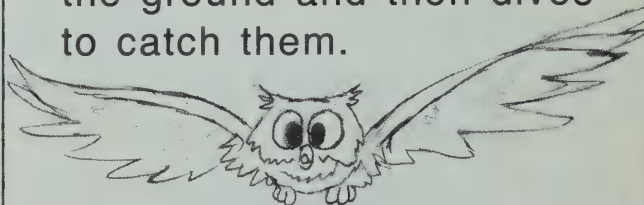
4. Pigs have a very funny way of washing. They roll in the mud until they are black all over. The mud dries on their skin. Then it rubs off and leaves the pigs' skin clean and white.



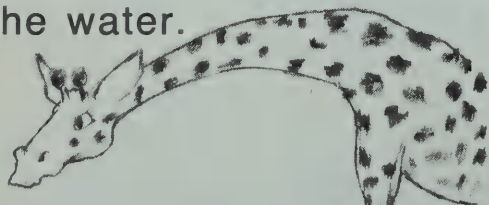
2. At the zoo we can watch the elephants eat peanuts. But wild elephants do not eat peanuts. They live on grass, bark, branches, and leaves. They use their strong tusks to help them dig up the roots. Sometimes they push over trees to reach the leaves at the top.



5. An owl's eyes are very big but owls have to turn their heads to see. Their eyes just see straight ahead. At night, the owl hunts for rats and mice in the fields. As the owl flies, it sees these small animals running on the ground and then dives to catch them.



3. The giraffe is the tallest animal in the world. It has long legs and a long, thin neck. It is hard for a giraffe to drink. The animal must spread out its front legs. Then it can lower its head to the water.



6. A beaver's home is called a lodge. The beavers build the lodge from trees. They cut the trees down with their teeth. Beavers build their homes in the water. They build more than one door to get into the lodge.



1. Does your friend help you get into mischief?	Yes	No
2. Do bears and beavers like to eat steak?	Yes	No
3. Would you see geese eating pie in a field?	Yes	No
4. Would a moose eat roots in a brook?	Yes	No
5. Can a baby reach the ceiling?	Yes	No
6. Can you look at a book at school?	Yes	No
7. Can an owl eat a mouse?	Yes	No
8. Is soil wet when it is moist?	Yes	No
9. Does snow make the roads slippery?	Yes	No
10. Can a toad row a boat?	Yes	No
11. Does a whale have a great big tail?	Yes	No
12. Can a boy make a noise with his voice?	Yes	No
13. Would a crow laugh at a clown show?	Yes	No
14. Can a cow make a loud sound?	Yes	No
15. Would you try to eat five pieces of pie?	Yes	No

Individual
opinion

Individual
opinion

Objective: Assessment. Associate sound and symbol: vowel combinations; understand sentences.

Directions: Pupils read each sentence and circle the words that have the same vowel sound.

(For example, in the first sentence, *friend*, *help*, *get* would be circled, but *mischief* would not.)

Then pupils circle "Yes" if a statement is correct and "No" if it is not.

The Funniest Pet

One day our uncle came to our house with a present.
It was a new pet. It was the funniest pet you ever saw!

Individual responses

Write an ending for this story.

The boys and girls were working busily in the classroom. There was something for everyone to do. Some of the boys were painting cowboy pictures. Bob painted the funniest cowboy. The cowboy's hat was flatter than a pancake.

Andy painted the biggest horse. Some of the girls were singing softly. Other children

were reading quietly. Suddenly they heard a loud bang in the hallway. The teacher and the children ran quickly to the door. They looked out and began to laugh merrily. They saw _____

Individual responses

1. Circle all the compound words in the story.

2. Underline the words that are made from the root words:

funny, busy, big, paint, soft, quiet, quick, sudden, merry, flat.

3. Answer these questions:

Why did Bob's cowboy look funny? The hat was flatter than a pancake.

How were the children working? They were working busily. Some were painting, some singing softly, some reading quietly.

Why did they run to the door? They heard a loud bang in the hallway.

Objective: Assessment. Understand word structure: compound words; derived forms with suffix -ly, -er, -est; inflected forms -ing, -ed; read a story; write a story ending; answer questions.

Directions: Pupils read the story and write an ending for it. Then they complete the page according to the directions given in the exercise.

Oral Reading

What are three things that you should remember when you are reading orally?

1. Be sure you know all the words.
 2. Pay attention to words that tell you how to read.
 3. Read so that everyone can hear you.
-

Here are some sentences from stories that you have read.
Underline the words that tell you how to read them orally.
Be ready to read the sentences to your class.

1. Elsa said very crossly, "I see all right! Give me back my chocolate bar."
 2. "Snakes alive," said Simon in a pleased voice.
"There's metres and metres and metres and metres."
 3. Ringo started to wail. "I want to stay here," he said. "It's so safe and cosy."
 4. "I'll have to try," said the little steam engine, and away she went puffing down the track. "Choo, choo! Choo, choo!"
 5. "We want Bernie!" the children shouted, stamping their feet. "We want Bernie!"
-

Objective: Oral reading to convey emotions.

Directions: Pupils write the answers to the questions. Then they follow directions given in the exercise.

1. Rudy left his dog outside the store when he went shopping for a new bike. He was gone for a long time. His dog waited patiently. It didn't bark or pull on its leash. It didn't even try to go into the store to find Rudy. It just waited and waited.
 2. Annis put on her sweater and went outside. It was very cold outside, and she started to shiver. She ran back to the house for her coat.
 3. Toby is always bumping into things. He is very clumsy.
 4. Annis and Toni were walking in the woods. "These plants are very prickly," said Annis. "Look at the thorns all over the stems."
 5. The children ran and ran and ran. They ran around the school yard five times. When they stopped running, they were breathless.
-
6. Leo and Rusty had new blue jackets. "Hey," said Leo. "Our jackets are the same. They match."
 7. Mr. Frank likes to teach dogs. He trains them to do tricks.
 8. Marco is very popular. Everyone in the class likes him.
 9. A big rock was in the middle of the stream. It had been worn round by the water. A bird was sitting on this boulder.
 10. Sue said, "I am sorry that I broke your skate-board. I feel badly about it."

Objective: Using the context—unknown word is defined; familiar situation.

Directions: Sentences 1—5 are a Teacher-directed activity. Use *Teacher's Sourcebook*, pages 174 and 175. For sentences 6—10 pupils read each sentence and note the underlined word. Then they underline the parts of the sentence that tells about the underlined word.

What's Missing?

Denise Avery.

Tommy kept wishing
That he could go fishing.
But when Tommy went fishing
Tommy caught nothing.
What's missing? a fishing line



It was quite late in the afternoon
when Molly and Sue were playing. 
Suddenly they noticed a very strange thing,
But I couldn't hear what they were saying.
What's missing? one shadow



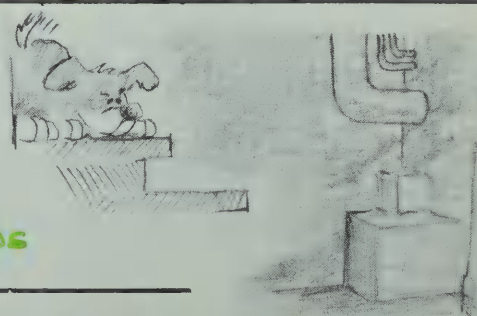
Tad the sad cat spies a fat rat,
But he cannot catch that.
He just sits on his mat.
What's missing? the ladder touching the ceiling



See that young girl down the road?
She's hopping around like a toad.
She's tearing her hair.
She growls like a bear.
What's missing? one bicycle wheel



Oh, little puppy,
You'd better not go there!
I know it looks lovely
But you must take care.
What's missing? the bottom steps



When writing this story
I ran out of letters.

So will you please fill in
What's missing?

Objective: Interpret riddles; interpret illustrations; write answers to riddles.

Directions: Pupils read each paragraph and study the illustration. Then they write an answer to tell what is missing.

The Man and His Donkey

One day a man and his son and their donkey were going to town. They were going to sell the donkey.

On the way they met some girls. The girls began to laugh.

"Look," said one girl. "Aren't they silly? Why are they walking? One of them should ride."

Do you think the girls should have laughed at the man and his son? Why?

Individual responses -
have pupils give reasons
for their answers.



The old man heard the girls. So he put his son on the donkey and walked beside him. Soon they met some men.

The men called, "You selfish boy. Your poor old father should ride. Get off! Get off!"

Do you think the men should have said what they did? Why?

Individual responses



The boy got off the donkey as fast as he could. The old man got on. They started on their way again. Soon they met some women.

"You lazy man," called the women. "You should let your son ride with you. Poor child!"

Objective: Understand a story; make judgments.

Directions: Pupils read the story and answer the questions after each section. Then they circle words they cannot identify. Discuss the exercise with the pupils.

So the boy got up behind his father. They were just at the town when they met a man.

“Poor donkey,” said the man. “You’re the one who should ride.”

So the man and his son got off the donkey. They tied its legs together. They hung it upside down on a pole. Each took hold of an end of the pole. Off they went carrying the donkey.

Should the man and boy have carried the donkey?

Soon many people came running. “How funny,” they roared. “What a silly man!”

Do you think the man was silly? Why?

Individual responses



Then the man untied the donkey. And the man, his son, and the donkey walked down the road to town.

“We can never please everyone,” said the man. “We won’t try to.”

How would you take a donkey to market?

Individual responses



Put these words in the correct column.

sister	change	talk	yellow	one
near	might	zero	ground	uses
himself	bread	ring	quick	van
winter	loud	does	around	knock

abcdefg	hijklmn	opqrst	vwxyz
change	near	sister	winter
bread	himself	talk	zero
does	might	ring	yellow
ground	loud	quick	uses
around	knock	one	van

Now write each list in alphabetical order.

abcdefg	hijklmn	opqrst	vwxyz
around	himself	one	uses
bread	knock	quick	van
change	loud	ring	winter
does	might	sister	yellow
ground	near	talk	zero

What are 5 things that you would take on a picnic? Write the names in this column. Individual responses	Write them in alphabetical order.
---	--

Some letters do not stand for any sounds. These letters are called silent letters.

Read these words. Cross out the silent letters.

~~lamb~~

~~write~~

~~knife~~

~~walk~~

Read the story.

Circle the words that have the silent letters b, k, w, l.

One day I was home all alone. I heard a knock at the door. When I answered it, I couldn't see anyone. I looked down and saw a tiny elf. It was the same size as my thumb. It had a funny little wrinkled face and wore a jacket that was half green and half yellow. A big knitted red

scarf was wrapped around its neck. There was a knot in one end of the scarf. In one hand it had a big piece of blue chalk. I kneeled down and put out my hand. I wanted the elf to climb on my hand. I wanted to talk to it. But in a wink, the elf was gone!

Draw a picture of the elf.

Individual responses

Objective: Associate sound and symbol—silent consonants l, k, w, b; read a story; illustrate a description.

Directions: Pupils review concept of silent letter. Then they follow directions.

Independent activity: Pupils draw picture of the elf.

Read the story about faces.

Faces

Think about faces. All faces look the same and different, too. Every face has a mouth for food, a nose for air, two ears for noise, and two eyes to see other faces. This is how they are the same.

But this is how they are not the same. There are fat faces, thin faces, long faces, short faces, soft baby faces, and wrinkled old faces.

Some people think they'd like to change faces. They might be sorry. What if their friends didn't know them?



Write your story about faces.

Faces

Individual responses

It was a bright autumn day. The little fawn woke up. It yawned and stood up. It walked around in the tall trees. Then it walked over to a block of salt. Suddenly there was a loud squawk. The small animal halted. It saw a big black shadow. A hawk was flying towards it. The hawk's claws looked very sharp. The fawn didn't want to get caught by those claws. It ran back into the trees. That's what it always did when it was frightened.

What do these words mean? Circle the answer.

<u>autumn</u>	spring	<u>fall</u>	winter
<u>fawn</u>	<u>baby deer</u>	baby fox	baby bear
<u>yawn</u>	<u>open the mouth</u>	frown	smile
<u>squawk</u>	a pretty song	<u>a loud noise</u>	a laugh
<u>halted</u>	ran away	<u>stopped quickly</u>	cried
<u>claws</u>	feet	<u>hooked nails</u>	toes

Read these sound words. Write the names of things that make these sounds.

ding-dong a bell

honk! honk! a horn

clang! clang! fire truck

ping tennis ball

bang a gun

bong! bong! drums

ding-ding-ding alarm clock

or other reasonable responses.

1. Maria Monkey and Dr. Hippo wrapped the red flannel around Ginny Giraffe's neck. The flannel got twisted. It got wound around Maria's tail. It got caught in Dr. Hippo's legs. Maria and Dr. Hippo were tangled in the red flannel. Ginny Giraffe and the other animals started to snicker.

2. Ginny Giraffe went to look for something to eat. She saw some leaves high up in a tree. She craned her neck to try to reach them. Up, up, higher and higher she stretched until she was dizzy.

3. Barbara was riding her skate-board on the sidewalk. She got too close to the edge of the sidewalk and fell off the curb. Barbara scraped her knee.

4. Rick had a paper route. Sometimes he wasn't careful when he delivered the papers. One day he threw Mrs. Mevic's paper in the snow. That annoyed Mrs. Mevic. She said, "I get so cross when my paper lands in the snow. It gets all wet and messy."

1. snicker Individual responses

2. dizzy

3. scraped

4. delivered

Objective: Assessment. Use the context to identify words; write sentences.

Directions: Pupils read each set of sentences and note the underlined words. Then they underline the parts of the sentence that tell about the underlined word. Pupils also note the circled words and write a sentence for each. Discuss the exercise with the pupils.

JOY MUSIC

Marci Ridlon

Hop a rope
Skip a rope
Chickery chee
School is out
And I'm going to sea.

Pick a stick
Kick a stick
Dickery dee
School is out
And I'll live in a tree.

Own a stone
Loan a stone
Trickery tars
School is out
And I'll fly to the stars.

Call a ball
Haul a ball
Snickery sneeze
School is out
And I'll do what I please.



- | | | |
|--|---------------------------------------|-----------|
| 1. Can an animal with a long neck climb a tree? | Yes | No |
| 2. Is there a high fence near your house? | Yes <small>Individual opinion</small> | No |
| 3. Did people eat with their fingers before forks? | Yes | No |
| 4. Can a train turn around in the playground? | Yes | No |
| 5. Have you ever forgotten to be quiet? | Yes <small>Individual opinion</small> | No |
| 6. Is a friend someone you like to frighten? | Yes <small>Individual opinion</small> | No |
| 7. Will a loud noise hurt your ears? | Yes | No |
| 8. Can a bird build a nest on a branch? | Yes | No |
| 9. Would you like to eat a great big piece of bread? | Yes <small>Individual opinion</small> | No |
| 10. Do you live across the street from the school? | Yes <small>Individual opinion</small> | No |

What do the following words make you think of? _____

throw	rope	water	shouted	friend	summer
-------	------	-------	---------	--------	--------

Write a story.

Individual responses

Objective: Assessment. Recognize core vocabulary; interpret sentences.

Directions: Teacher-directed activity. Use *Teacher's Sourcebook*, page 195. Pupils read each sentence and circle "Yes" if the statement is correct, "No" if not correct. Then they write a story using the core words listed in the middle of the page.

Summer

In the summer we go • hiking

Individual
art work in boxes

• sailing

• swimming

• fishing

• camping

• visiting friends

Is there something else you like to do?

Add it to the list above.

Beside each "thing to do" in the summer, draw one object that goes with it.

Write your own story.

Summer is

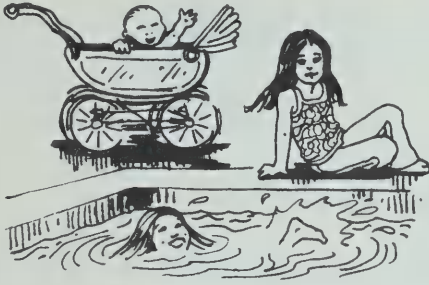
Individual responses

Write the words.

can't
don't

I'm
I'm

Write a list word on each line.



Elsa said, "I like to swim."

Kimi said, "I don't like to swim."

The baby can't swim.



Olaf said, " I'm going to play ball."

Matt said, " I'll come with you."

Olaf said, "You're too little.

You can't play.

I don't want you to come."



The cat can't get the toy.

Joe said, " I'll help you.

I'll put the toy down here."



Cindy said, " Don't do that!

You can't dig up the flowers.

I'm going to tell mother."

Write two words that rhyme with each word.

take	<u>bake</u>	<u>rake</u>	} or any other words that rhyme
back	<u>sack</u>	<u>tack</u>	
came	<u>tame</u>	<u>same</u>	

Write a story to go with each picture. Then read it and check your spelling. Ask a friend to help you check it.



Individual responses



Write the words.

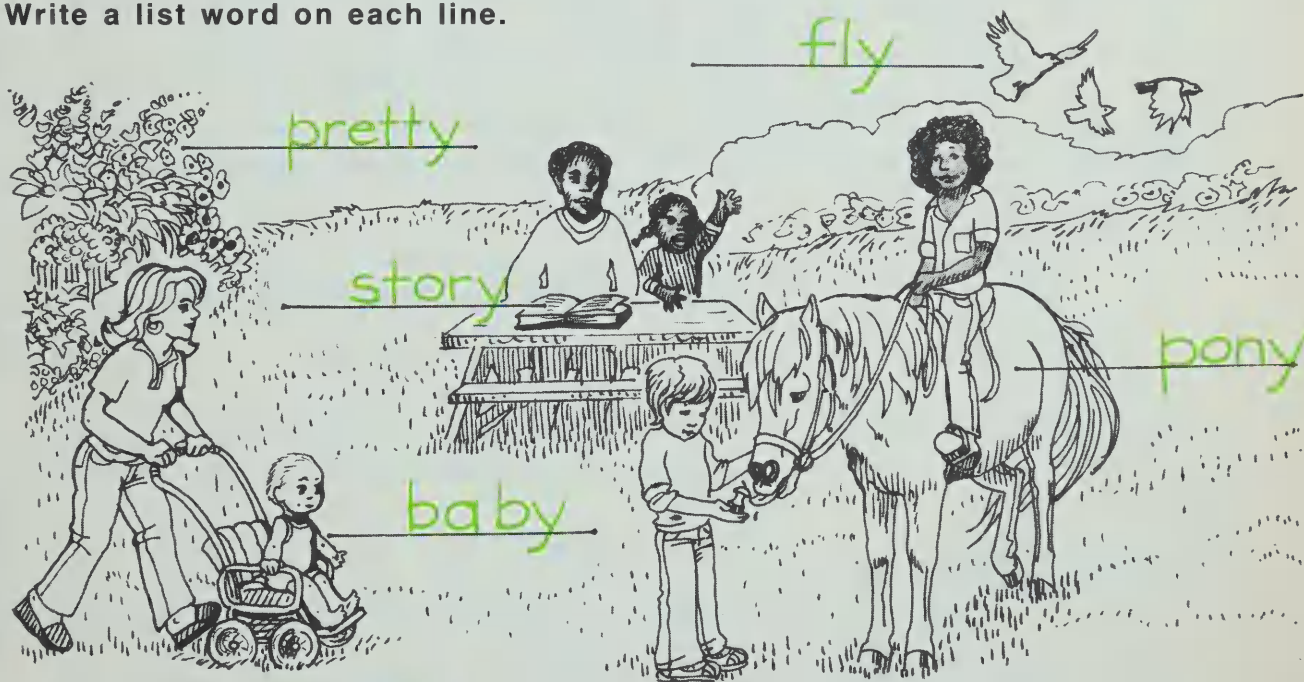
my
fly
pony
very

baby
pretty
story

Put a red line under each word you wrote in which y stands for the sound, e

Put a green line under each word you wrote in which y stands for the sound, ī.

Write a list word on each line.



That is a pretty pony.

I can ride on the pony.

It will go very fast.

Can the baby ride on the pony?

The bird can fly but I can't.

my
fly
pony

baby
pretty
very

story
don't
I'm

I'll
can't

Use the list words.

1. Write two words that begin with I. I'm I'll
2. Write the word that tells what a bird can do. fly
3. Write the word that tells what a flower is like. pretty
4. Write the word that tells what you find in a book. story
5. Write the word that names something you can ride. pony
6. Write the word that begins with v. very
7. Write the word that begins with d. don't

Write a sentence to go with each picture.



Individual responses



Write the words.

old	
told	cold
gold	hold

Write list words on each line.

The Sick Goldfish (or a similar title)

Once there was a very old man and a very old woman. They had a gold fish for a pet. One cold day the old man told the old woman that the gold fish was sick.

The old woman said, "It is a very cold day and the gold fish is very cold. Bring it to the fire. You can hold it until it is warm."

The old man did what the old woman told him to do. And soon the fish looked better.

Write a title for the story on the line above it.

Draw a picture to go with the story.

pupil's art

Write the words.

oh
as
has

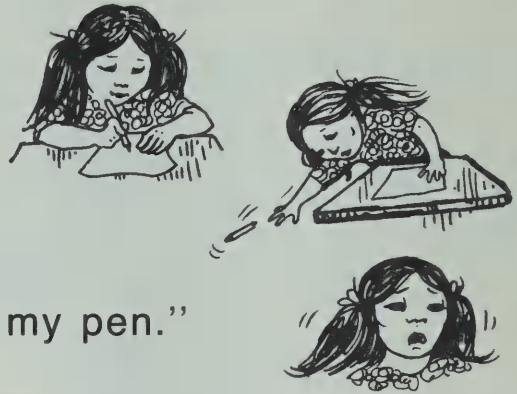
from
off
said

Write a list word on each line.

She has a gold pen.

Her pen fell off the desk.

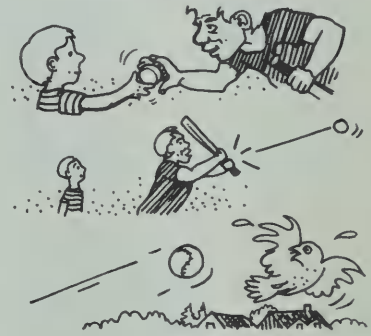
She said, “ Oh dear! I lost my pen.”



The man took a ball from me.

He hit it as hard as he could.

He said, “Look at your ball!”



Write a story about the picture.



Individual responses

Write the words.

would

could

should

have

ball

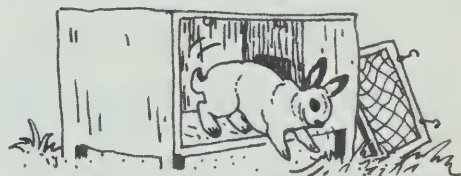
but

got

Look at the pictures. Write answers to the questions.

What would you do with the rabbit?

Individual responses



What do the girls have?



What could the boys do?



What should the children do with the toys?



Where did the children get the apples?



old
told
gold

cold
hold
from

would
could
should

oh
as
has

off
said
best

but
got
have

Use list words to answer.

1. Write a word that rhymes with not. got
2. Write a word that rhymes with nut. but
3. Write a word that rhymes with sold. one of (old, told, gold, cold, hold)
4. Write a word that tells about winter. cold
5. Write all the words that begin with h. hold
has have
6. Write all the words that end with d. old
told gold cold hold
would could should said
7. Write all the words that begin with o.
old oh off

Write a story about what you should do on a cold day.

Individual responses

Write the words.

them	that
they	there
this	thing

Put a line under th in each word you wrote.

Write a list word on each line.

1. Mother said, "Here are some apples.

Put them in the dish."

2. Pam and Pat want the apples.

They want to eat them.

3. Pam said, "I will eat that one.

You can eat this one."

4. Pat said, "Put my apple there .

I will eat it after I do my work."

5. Pam said, "What are you doing?

What is that green thing that you painted?"

6. Pat said, " That is a leaf. I will paint a red flower too."

7. Pam said, " They are pretty. I like them."

Write the words.

know

monster

scare

coat

box

fast

yes

no

1. Write the list word that means

something to wear coat

what a monster can do to you scare

something to put things in box

something that can scare you monster

2. Write a word that rhymes with box and is the name of an animal. _____

fox

3. Write two list words that sound the same.

know

no

Write a sentence for each word.

Individual responses

4. Write two words that rhyme with coat.

goat

boat

Write a sentence for each word.

Individual responses

them
they
this

that
there
thing

know
monster
scare

coat
box
fast

yes
no

Use list words to answer the questions.



Can the monster run fast? Yes



Can you put this coat in the box? No



Would this monster scare you? Individual opinion



What is this thing? monster



What is this thing? box



What is this thing? coat

Write all the list words that begin with th.

them

this

thing

they

that

there

Draw a monster of your own. Write a story about your monster.

Individual response

Look at each picture. Read the sentence with it. Finish the story.

Once there was a very special train.



Individual responses

Animals

People

Trains

Animals

Animals

Animals

Animals

Animals

Animals

Animals

Animals

The children have a very big dog for a pet.



pulling the sled

pulling the sled

pulling the sled

pulling the sled

pulling the sled

pulling the sled

pulling the sled

pulling the sled

pulling the sled

pulling the sled

pulling the sled

pulling the sled

pulling the sled

Write the words.

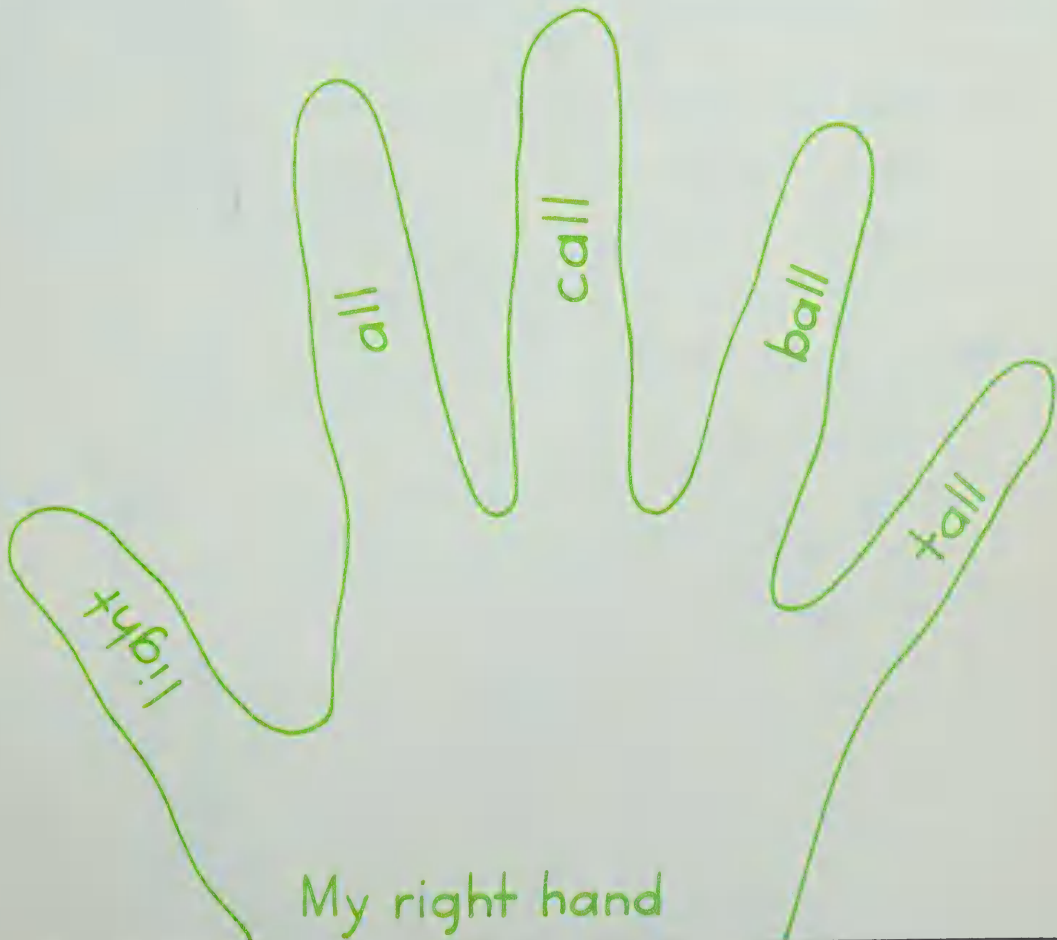
all	night
call	light
ball	right
tall	

Put your right hand flat on your book.
Ask someone to make a line around it.

Write "My right hand" under it.

On each finger write a list word that rhymes with wall.

On your thumb write a list word that begins with l.

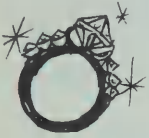


Write the words.

going
spring
bring
food

put
end
bell

Write a word for each picture.



ring



swing



sing



wing

Write ing to finish each word. Read all the words.

thing

bring

spring

sting

fling

string

sling

cling

Write a sentence for each word.

Individual responses

bell

end

food

put

Write a story to answer each question.



Where are they going? **Individual responses**



What is he doing?



What are they doing?

Write the words.

long
about

thought

1. Write two words that rhyme with long. gong song
Write a sentence for each word.

Individual responses

2. Write the list word that has silent letters. thought
Circle the silent letters.

3. Write long. long

Add er to long. longer

Add est to long. longest

4. Write a list word in these sentences.



The pig's tail is not long.

The cat's tail is longer than the pig's tail.

The monkey has the longest tail.

5. Write list words in these sentences.

We like stories about monsters.

We thought we saw a monster.

Write the words.

do
love

doll
cut

1. Write a list word on each line.

“Do you know what is in this box?” said Steve.

“Maybe it’s a doll,” said his sister.

“I’d love to get a new doll,” said Steve.

He cut the string off the box.

“It is a doll!” said Steve.

2. Write the root words for these words.

loves love

cuts cut

cutting cut

dolls doll

3. Write a story about something that you love.

Draw a picture to go with your story.

Then read your story and check the spelling.

Ask a friend to help you check it.

Individual responses

about

doll

love

cut

long

thought

1. Use list words to answer the questions.

What is this thing? doll



What can this thing do? cut



One box is long and the other is short.



This book has stories about monsters.



2. Write the list word that begins with t. thought

Put a red circle around the silent letters in that word.

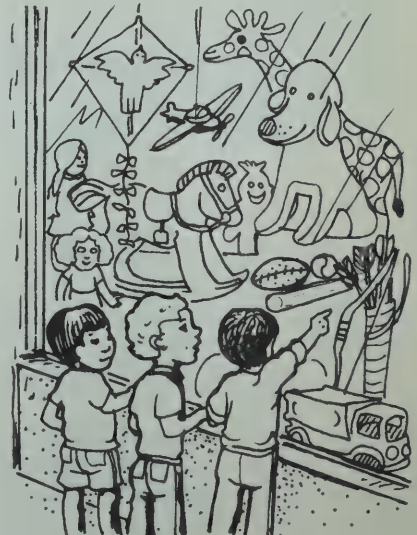
Write list words that begin with l. long love

3. Look at the picture. Read the sentences.

Finish the story. Read it and check your spelling.

The boys wanted a new toy. _____

Individual responses

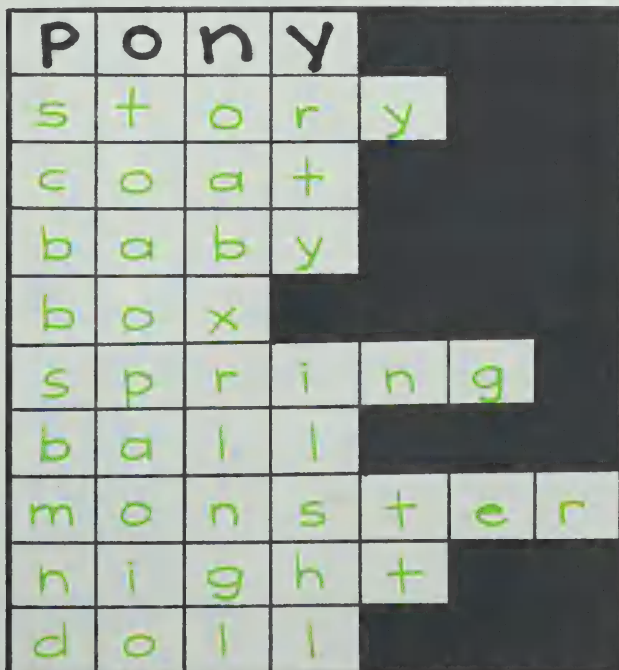


What is it?

Read each riddle. Write the answer in the puzzle.

1. It has four legs. You can ride it.
2. It is found in a book. You can read it.
3. It can be any color. You can wear it over your other clothes. You wear it when it is cold.
4. It is little. Sometimes it cries. It can't walk.
5. It can be big or little. You can put things in it.
6. Now the snow goes away. The grass gets green.
7. It is a toy. It is round. You can bounce it.
8. It might make you laugh. But it might scare you. Sometimes you see one on TV or in a book.
9. It is dark. You can see the stars and the moon.
10. It is a toy. It looks like a person.

1. It is a
2. It is a
3. It is a
4. It is a
5. It is a
6. It is
7. It is a
8. It is a
9. It is
10. It is a



Write the words.

another	walk
of	want
other	water

1. Write the list word that has a silent letter. walk
Put a red circle around the silent letter.

2. Write list words in the sentences.

"I'll have another piece of cake,"
said Tim.

"Do you want some water too?"
asked his mother.

"No, I want that other drink," said Tim. "The
red one."

3. Write words that rhyme with walk.

something the teacher writes with chalk
what your voice does talk

4. Write the root words.

walking walk wanted want
others other waters water

5. Write list words that end with er.

another water
other

Write the words.

new	find
blue	hit

1. Write a list word on each line.

the color of the sky blue

you use a bat to do this to a ball hit

not old new

look for something and get it find

2. Write words that rhyme with hit.

You can sit on a chair.

The dog ate a bit of meat.

Does your new coat fit ?

3. Look at the picture. Write a story to answer the question.

What are the animals doing?



Individual responses

water

walk

other

new

find

want

another

of

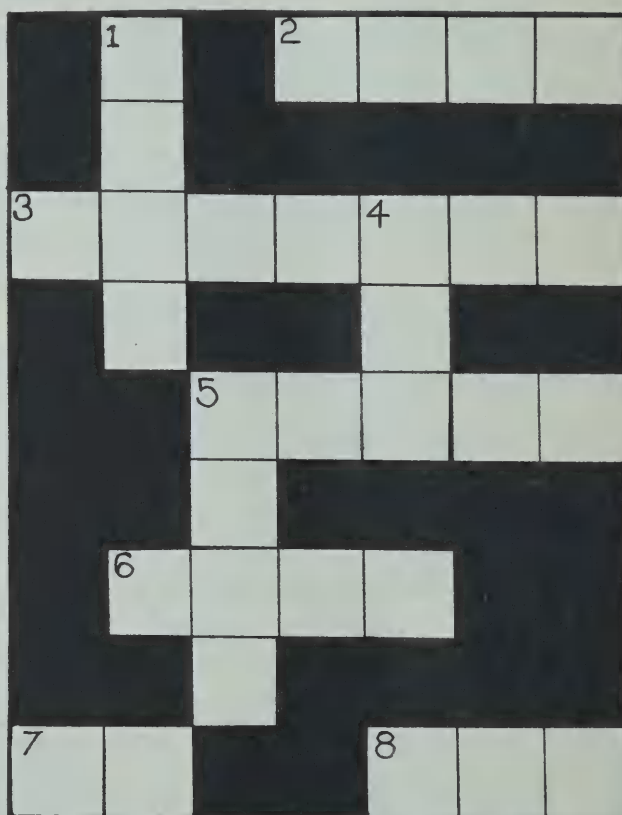
blue

hit

Read the sentences. Look at the number of spaces in the puzzle. Write a list word on each line in the sentences. Write the list word in the right place in the puzzle.

Across

2. I want a pony.
3. I want another story to read.
5. The puppy wants a drink of water.
6. Do you wear blue jeans?
7. He ate a big piece of candy.
8. Do you like new shoes?



Down

1. I can't find my book.
4. Can you hit the ball?
5. Do you walk to school?

Write the words.

yellow

apples

happy

caught

hill

happen

1. Write the list words that begin with h.

happy

happen

hill

2. Write the list word that means

something to eat apples

feeling glad happy

the color of the sun yellow

3. Write words that rhyme with hill.

Please fill my glass with milk.

Have you ever seen a porcupine quill ?

The nurse gave me a pill.

4. Write the list word that rhymes with got. caught

Write a sentence for the word. Individual response

5. Circle with red the list word that has silent letters. caught

6. Add ed and ing to happen.

happened

happening

Write a sentence for each word. Individual responses

Write the words.

daddy
kitten
rabbit

funny
summer

1. Write a list word that means the same as the underlined word or words in each sentence.

Barb's little cat played. kitten

John's father came to school. daddy

The little bunny hopped. rabbit

2. Write a sentence to go with each picture.

Individual responses



3. Write the list word that tells when there is no school.

summer

4. Write the list words that end with the same vowel sound as the word, me.

daddy

funny

Put a circle around the letter that stands for the same vowel sound as in the word, me.

caught

happen

kitten

summer

apples

yellow

daddy

rabbit

happy

hill

funny

1. Write a list word on each line.

One summer day Lennie's daddy brought her a present. It was a little kitten. The kitten was yellow and black.

"What a funny kitten. It looks like a bumble bee," said Lennie.

Lennie was very happy with her new pet.

One day a big dog saw Lennie's kitten. The dog chased the kitten and almost caught it. But the kitten jumped into a big box of apples.

Lennie was happy that the kitten got away from the dog.

"I hope that doesn't happen again," she said as she pulled the kitten out of the apples.

What is the word?

Read the clues. Write in the missing letters.

1. not short	l	o	n	g		
2. sounds the same as <u>no</u>	k	n	o	w		
3. color of the sky	b	l	u	e		
4. the days are bright and hot	s	u	m	m	e	r
5. what your feet and legs can do	w	a	l	k		
6. not old	n	e	w			
7. another name for <u>father</u>	d	a	d	d	y	
8. color of the sun	y	e	l	l	o	w
9. a little cat	k	i	t	t	e	n
10. something to drink	w	a	t	e	r	
11. another word for <u>catch</u>	c	a	u	g	h	t
12. something you can climb	h	i	l	l		
13. an animal with long ears	r	a	b	b	i	t
14. a toy	d	o	l	l		
15. to like something very much	l	o	v	e		

Write the words.

every	once
where	any
what	

1. Write the list words that end with the same vowel sound.

any every

2. Write the list words that have a silent e.

Put a circle around the silent e in each word.

where@ once@

3. Write a list word on each line.

Do you like stories that begin Once
upon a time?

What color is your coat?

Can you tell me where you got your
book?

Can every girl in the class run fast?

Do you have any apples in your
lunch?

4. Write two compound words with any, every, and where.

anywhere everywhere

Write a sentence for each word.

Individual responses

bell

bet

give

top

1. Write words that rhyme with bet.

"I want a pet ," said Jeff. "Please let me get a goldfish."

Jeff and his dad went to the pet store.

They met a woman. She showed them the goldfish.

"I'll get that one. The one with the black fins," said Jeff.

The woman caught the goldfish with a little net .

She set the goldfish in a little box filled with water.

"I'm so happy to get a pet ," said Jeff.

2. Write the word that begins with g. give
Circle the silent letter in that word.

3. Write the name for the picture. top

Write two words that rhyme with the name of the picture.

mop stop

Write a sentence for *one* of the words. Individual responses



4. Write the name for the picture. bell

Write two words that rhyme with the name of the picture.

sell fell

Write a sentence for *one* of the words. Individual responses



every

what

any

bet

top

where

once

bell

give

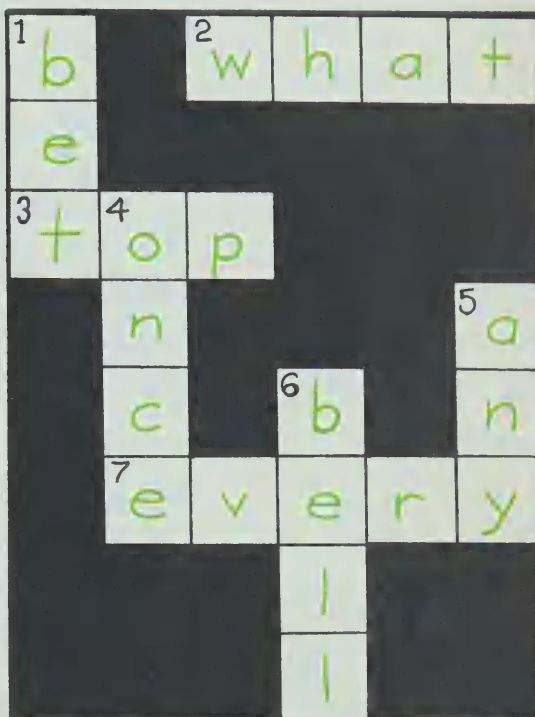
Read the sentences. Write a list word on each line of the sentences.
Write the list words in the right places in the puzzle.

Across

2. What is your name?
3. Put your book on top of mine.
7. We read every day in school.

Down

1. I bet you are right.
4. A fairy tale begins
“Once upon a time.”
5. Do you have any crayons?
6. The bell is ringing.



Write the list words that have silent letters.
Circle the silent letters.

where once give _____

Write a sentence for one of the words.

Individual responses

Spelling List

a	car	gave	last	play	took
after	cat	get	like	player	toy
am	clown	girl	little		tree
an	come	go	look	ran	two
and	cow	good	lot	red	
are		got		ride	up
ask	dad	green	made	room	upon
at	day		make	run	us
away	dear	had	man		
	did	hat	me	sat	was
back	dish	he	men	saw	we
bad	dog	head	mom	school	went
barn	door	him	my	see	were
be	down	his	mother	she	when
bear		home		sister	white
bed	eat	horse	name	so	will
big		house	never	some	with
bird	farm	how	nice	something	work
black	farmer		no	sometimes	worker
book	father	I	not	start	
boy	feet	if	now		you
but	fell	in		take	your
	fish	into	on	the	
cake	flower	is	one	then	
came	for	it	our	three	
can	found		out	time	
	fun	just	outside	to	
			over	too	

Spelling List

about	daddy	hill	old	this
all	do	hit	once	thought
another	doll	hold	other	told
any	don't			top
apples		I'll	pony	
as	end	I'm	pretty	very
	every		put	
baby		kitten		walk
ball	fast	know	rabbit	want
bell	find		right	water
bet	fly	light		what
blue	food	long	said	where
box	from	love	scare	would
bring	funny		should	
but		monster	spring	yellow
	give	my	story	yes
call	going		summer	
can't	gold	new		
caught	got	night	tall	
coat		no	that	
cold	happen		them	
could	happy	of	there	
cut	has	off	they	
	have	oh	thing	

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ISBN 0-7715-5953-4